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MANUAL

37761

OF THE

SYSTEM OF PRIMARY INSTRUCTION,

PURSUED IN THE

MODEL SCHOOLS

OF THE

British and Foreign School Society.

LONDON:

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PREFACE.

THE following pages present an outline of the System of primary instruction pursued in the MODEL SCHOOLS of the BRITISH AND FOREIGN SCHOOL SOCIETY, and now commonly denominated the BRITISH SYSTEM. It is the result of many successive improvements on the original plan of JOSEPH LANCASTER, in whose active zeal for the instruction of youth of all denominations, this Institution had its origin.

The System in all its details is now presented to the public in as perfect a state as possible; but as the art of primary instruction affords ample scope for the exercise of ingenuity and skill, and as many able minds have of late years been devoted to its improvement, no anxiety is felt authoritatively to dictate every minute arrangement in the management of a school.

Yet, while it is acknowledged that a remarkable degree of success has attended different applications of the same grand principles, it is hoped that the present Work will be found not only to exhibit one of the best systems now known, but also to contain important matter, illustrative of the art of teaching, considered apart from the various modes in which it may be practised.

Even in schools professing to be connected with the Society it is not expected that every regulation in this MANUAL will be strictly followed. The COMMITTEE in London are far from discouraging cautious experiment, and always feel obliged by the communication of decidedly successful results. It seems right, however, to warn the patrons of Local Schools, of the mischievous effects of rash and capricious innovation.

The advantages of uniformity are obvious and important. It enables a COMMITTEE to apply at all times a sure criterion by which to judge of a Teacher's capacity and diligence; whereas on a wide departure from the regular course, it is not easy to discover to what the merit of success, or the blame of failure, is to be attributed; and when a change in the Teacher from death or otherwise, becomes necessary, as long as the System of the

MODEL SCHOOL is adhered to, it is easy to find a successor who shall at least be competent at once to enter upon his duties, without disturbing the regular order of the school.

For these reasons, while experimental modifications should be permitted, and every Teacher be allowed a certain latitude in minor arrangements, the manifest advantages of uniformity should prevent its being lightly departed from.

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CHAP. I.

BRIEF ACCOUNT OF THE SOCIETY.

In the year 1797, Joseph Lancaster, a private individual possessed of considerable talents for the instruction of children, perceiving that great numbers of the poorer classes were deprived of this blessing, owing to the expense attendant on the common methods of teaching, began to devise economical plans, which, in the course of years, he so far perfected as to show that one master might conduct a school of several hundred children; and that, while the progress of the pupils in learning was much more rapid, on this, than on the old method, the annual expense for each child need not, in a large school, exceed five, or six shillings.

The Duke of Bedford and Lord Somerville visited the school which Lancaster had founded; and, at an early period, became the friends and patrons of the system. The Duke has been, from its commencement, the President of the Society, and aids its funds by a truly noble subscription. In the year 1805, our late venerable Monarch George III., ever attentive to the best interests of his people, favoured Joseph Lancaster with an interview; and, having fully informed himself of the nature of the plan, immediately perceived its vast utility and importance, its suitableness to the whole mass of the poor population of the

country, and its salutary tendency in regard to morality and religion. It was on this occasion, when expressing his most decided approbation of the measure, that he uttered these words, which posterity will long remember:—"IT IS MY WISH THAT EVERY POOR CHILD IN MY KINGDOM MAY BE TAUGHT TO READ THE BIBLE." From that time the King not only became a subscriber of one hundred pounds annually: but, having recommended the QUEEN, the PRINCES, and PRINCESSES to patronize the object, they also became annual subscribers. The support of the King was firm and uniform, down to the time of his lamented indisposition.

His late Majesty, generously contributed to the fund, one hundred pounds annually, which subscription he was graciously pleased to continue from his accession to the close of his reign; and her present Majesty has, not only, graciously continued the same liberal subscription, but has also, expressed her desire to take the Society under her special patronage.

The Committee of this Institution corresponds with persons desirous of promoting the education of the poor, both at home and abroad; trains masters and mistresses at the central establishment in the Borough Road, and sends them out as applications are made. It gives every facility to Missionaries, as well as to foreigners desirous of learning the plan, and of propagating it in their respective countries; and keeps a store of slates, Lessons, and other requisites, for the supply of schools established on the system.

A certain number of persons while training for masters and mistresses, are boarded by the Institution, so as to be more immediately under the inspection of the Committee, and to have additional opportunities of mental improvement. This arrangement, the advantages of which are sufficiently obvious, occasions a very considerable annual expense. Others only attend the school to learn the method.

The central schools have, since their establishment, given education to above *fifty thousand* children; and unremitting endeavours have been used to promote the formation of a sufficient number of schools for the metropolis, and its vicinity. In almost every county in England schools have been established, by means of which upwards of *fifty thousand* children are now receiving daily instruction in the Holy Scriptures. The British schools of England, formed in connexion with the Parent Society, have been the means of training upwards of *sixteen hundred* teachers, and of affording education to more than *a million and a half* of children.

Throughout the Ionian Islands, as well as in the Morea, the Society has made vigorous efforts. *Seven* teachers have already been sent out to that interesting part of the world. Its schools, and Scripture lessons, have penetrated into almost every kingdom in Europe; our own colonies have received peculiar attention; and the great work has been materially forwarded in various parts of Asia, Africa, and America.

The principles of the Society enable it to admit the children of parents of every religious denomination. While it teaches the doctrines and precepts of religion from the page of Divine Inspiration itself, it excludes creeds, and catechisms; and thus, occupying the ground of our common Christianity, it acts as a powerful auxiliary to Sabbath-school instruction, and leaves untouched the formularies and discipline of particular churches.

CHAP. II.

OBJECTS PROPROSED TO BE ACCOMPLISHED BY THE SOCIETY'S SCHOOLS.

In stating the objects which it is proposed to accomplish through the operation of the British System, as an economical, and at the same time a highly efficient mode of communicating instruction, care must be taken to avoid exaggeration on the one hand, and under-statement on the other. By the first, expectations are raised which may never be realized, and the disappointment which ensues is too frequently followed by apathy and neglect. By falling into the other extreme, interest fails to be excited; and an important department of public duty, and of Christian enterprise is in consequence, either very inadequately fulfilled or altogether unoccupied.

To instruct youth in the useful arts of life, and to form their character, are the grand objects of education; and, as far as human agency is of any avail, it must be allowed to be of the first importance to individuals, families, and commonwealths; for thus are those principles imbibed which suggest and enforce, throughout every variety of condition in which man can be placed, the conduct which is, at once pleasing in the sight of his Maker, and useful to himself, and to others.

Such principles are, however necessarily imbibed from other sources besides day-schools; from parents and friends,

from churches, from the masters in whose service children are first employed, and first learn their respective trades, from their early associates, and from the influence of many other causes, beyond a daily teacher's direct control. To found any positive expectations of an entire change of character in ignorant, and, perhaps, already profligate children, on the mere circumstance of a brief attendance at a public day-school, is, therefore unreasonable in itself, and unfair to such institutions. The utmost effect which such an attendance can be expected to produce on their moral character is, that of a powerful counteraction to all hurtful influences, and of an important auxiliary to all that are good.

Neither are the industrious habits, and useful arts, suited to children of the lower ranks, taught at such day schools; all instruction relating to the various employments by which they are expected in after life to gain their subsistence being omitted; and yet on these, how much of their comfort, respectability, and independence, must necessarily depend.

Let not the real importance of these schools, however, be underrated. By them the children of the poor are withdrawn from occupations either directly injurious, or which have no tendency to improve the mind when receiving its first impressions; they are subjected to a mild, but steady discipline; their attention is directed to useful objects; they are exercised in discerning between good and evil; and taught to abhor the one, and to cleave to the other; they are drawn to the contemplation, both in the page of Inspiration, and in the example of a Christian teacher, of "*whatsoever things are true, honest, pure, lovely, and of good report;*" they acquire habits of industry and order; they are taught reading, writing, and arithmetic, without encroaching on the Lord's day, and by a method which renders these exercises easy and pleasant; above all, their minds are early and constantly directed to the blessed Gospel, as able to make them "*wise unto salvation*" through faith, which is in Christ Jesus.

Such are the objects contemplated in British Schools; objects which most persons will allow are of infinite importance to the well-being of youth, and of every Christian commonwealth. Such are the general benefits which the British and Foreign School Society offers to the whole body of the lower ranks. More particularly, it professes to communicate adequate instruction in all those common rudiments of learning, which it is desirable that even the poorest should acquire, before seriously devoting themselves to the employments by which they hope in future to earn their livelihood. These are reading, writing, ciphering, geography, and more or less of linear drawing.

By READING is intended far more than the mere enunciation of words from a book. In addition to this, there must be in the mind of the reader a clear and quick apprehension of every word and sentence submitted to perusal; and such a knowledge of the rules of language, and such a readiness in applying them, as shall obviate all risk of taking up an imperfect or mistaken meaning, instead of what was in the mind of the writer. There ought, also, to be a proper modulation, and accentuation of the voice in reading aloud, in order both to prevent mistakes in those who listen, and to occupy the ear without annoyance, or fatigue.

With respect to WRITING, ornament is not required; a clear, bold, and easy style of penmanship being all that is necessary.

A perfect acquaintance with the four first rules of Arithmetic, and a little dexterity in setting down figures, and calculations, in a neat and distinct manner, is chiefly aimed at in the department of CIPHERING.

GEOGRAPHY, both ancient and modern, comes within the scope of the instruction contemplated. The value of the former in illustrating history, more especially Scripture-history; and the importance of the latter to almost every individual in the present state of society, are too manifest to require proof.

CHAP. III.

GENERAL PRINCIPLES OF THE SYSTEM.

THE objects which it is proposed to accomplish through the instrumentality of the British system having been stated, the *principles* on which it rests, and the *qualifications* expected in those who conduct it, come next under notice. With these every teacher should be familiar; otherwise, he will inevitably meet with disappointments, for which he may find it difficult to assign a sufficient cause, or to devise an adequate remedy; and in no other employment are the personal defects of those who engage in it more injurious, either to those for whose advantage it is more immediately intended, or to the public in general, who are deeply interested in having the education of the people committed to none but such as shall do justice to their office.

As has been before observed, British schools are intended to unite with every other salutary influence, whether of a private, or a public kind, in training up youth to be dutiful and affectionate in the family, sincere and generous in their dealings with each other, industrious, honest, and contented in business, loyal and peaceable as citizens and subjects, and consistent and devout as professors of the Christian name. With a view to such happy results, a reverent regard for the Bible, and an ample acquaintance with the sacred text, are objects of primary solicitude; by attention to which it is earnestly hoped that the British system may, through the Divine blessing, become instrumental

in diffusing a capacity for applying the rules of Christian prudence and virtue to the various circumstances of life, and in promoting the influence of the doctrines, and motives of the Gospel.

The first great and leading principle of the British system is, that it is a teacher's duty to pay more regard to the formation of the character of his scholars, than to their success in any, or in all of the branches of learning professedly taught. With a view to enlighten their judgment, and to bring them under the influence of right impressions with respect to moral good and evil, it is considered to be of the utmost importance that they should, from the first, be taught to distinguish between matters of permanent and immutable obligation, and mere comparative degrees of attention and diligence. Every manifest infraction of the Divine law ought, therefore, to be treated in a very different manner from slowness in the common school-exercises, or, even, from the petty misdemeanours of unthinking, and volatile minds. On occasions of the former kind, teachers are expected to show that visible concern, and sorrow, which such offences will undoubtedly excite in every virtuous mind; and, if possible, to bring the offender, by earnest remonstrances, to a conviction of his sin.

In allowing children to enliven their school exercises by giving and taking places, there seems to be nothing inconsistent with Christian morals; yet, were the same practice admitted in matters of moral merit, or blame, dangerous consequences might ensue. This, and every similar practice ought, therefore, to be avoided, and great care should, on the other hand, be taken, that no child be tempted or encouraged to indulge in feelings of self-satisfaction, on the occasion of another's sin.

Although the present inadequate provision for the religious nurture of the young, and the too-frequent deficiency of sound domestic discipline, make it highly necessary that in public day-schools special regard should be paid to reli-

gious and moral instruction; it is not intended that these should supersede other efforts, and, least of all, those which the members of particular churches may deem it proper to make for the benefit of the families of the poor in their connexion. In all such efforts, when pursued in the spirit of Christian affection and fidelity, the Society recognizes an important auxiliary to its own operations, as it trusts also these operations will prove to them.

While, however, the main object of the system is the promotion of religious and moral improvement, it is obvious that, in this respect, success must greatly depend on the abilities and character of the teacher; but, if indefatigable perseverance, and a hearty concern for the best interests of his pupils be brought to the task, it is believed that every arrangement will be found powerfully fitted to give effect to these qualifications. It is, therefore, to be hoped that, where want of success disappoints the teacher, he will not rashly blame a system which is the result of long experience, and of a careful estimate of the relative value of many plans; and under which, in the hands of pious teachers, even from the most unpromising elements, amiable and useful characters have in numberless instances been formed. However untoward a child may be found on first entering the school, no violence of temper, no perversity of disposition, no depravity of principle, no sluggishness of intellect, should discourage the hope of effecting a decided change, through the Divine blessing, on a patient and persevering application of the regulations prescribed.

Deference to parental authority, united with regard to parental assistance, is another important principle of the British system. Parents are the natural guardians of their children; and, however they may occasionally be sunk in iguorance and vice, they seldom entirely lose a sense of their responsibility, or become altogether incapable of exercising authority to some good purpose; so that, in a great majority of instances, the most beneficial results may be derived from

a clear acknowledgment of their claims, and a sedulous courting of their assistance. The British system respects this natural and important principle, in various ways. While it requires that no scholar shall desecrate the Lord's day by idle sports, and by the neglect of Divine worship, it leaves to the parents to direct in what manner, and at whose hands their children shall on that day receive religious instruction. Teachers are recommended to maintain a constant communication with parents, respecting the habits and principles of the scholars; by which means they may greatly improve the influence of parental authority, and, also strengthen both that authority, and their own; as their pupils will thus perceive that there is a cordial co-operation between their natural guardians at home, and the authorities they are taught to respect in school. Besides these visits, there ought also to be one annual, if not four quarterly Public Examinations, to which the parents and friends of the scholars should be expressly invited. The prescribing of home-tasks presents another mode by which parental interest may be excited, and parental assistance engaged.

Respect for the teacher, and implicit obedience to his commands, are principles which should be assiduously cultivated; but it must be the respect of dutiful affection, not that proceeding from slavish submission. Higher motives will, doubtless, grow up, as the scholars become better acquainted with a good teacher's character, and more capable of appreciating qualtities that command respect; but, even before they have all advanced thus far, habits of prompt obedience must be universally established. With children who are restless, volatile, and unused to restraint, mechanical motions of the body, as they are at once easily understood, and readily performed, afford the best means of inculcating these habits; and no teacher ought to rest satisfied until he has brought every child to sit, stand, speak, or be silent, on the instant of the command being given. Until this point be gained, time is daily lost, not only to the

careless and disobedient, but to the whole school; and, when habits of partial obedience have once been tolerated, the difficulties to be overcome are greatly increased. If, on the other hand, teachers will respect their own authority, by never giving commands which they do not expect to be immediately obeyed, nothing will be found more easy than to make obedience, the general and settled habit of the school.

But, it is not by means of respect for authority, nor by habits of obedience, alone, that the British system proposes to accomplish its objects. There are, indeed, many exercises which mere authority may enforce; but, under such a course of discipline, intellectual improvement would be slow, and the results on the temper and character would be worse than doubtful. Happily, no sooner is this, the first step, as it were, of the teacher's progress past, than abundant resources are presented for securing a course of occupation, at once pleasant, and profitable, which it is the province of system to methodise, and regulate to the best advantage. To a healthy child, the activity of the mind is not less natural than that of the body. As by free and voluntary movements the limbs and muscles are strengthened and invigorated, not only without pain, but with positive delight, so it is with respect to the mind. But, if we would excite free and pleasant mental exertions, the mind, in its first efforts, must be invited to no more exertion than is suited to its infant capacities, and its limited knowledge. Commencing thus, its powers will be found at every step to acquire new force and elasticity, to be capable of greater and greater attempts, and of a longer attention to one subject; and these advancing energies it must be the object of the teacher so to discipline and inform, that, in their progressive developement, they may come more and more under the permanent influence of right principles, and be applied to those objects, only, which are innocent and useful.

Proceeding on these principles, the moment the alphabet has been acquired, or, as may be thought preferable, as soon

as letters enough are known for the formation of a word, the scholar is taught to associate meaning with its symbols; and this meaning is so explained, and illustrated, as to make even these first efforts interesting, as well as doubly instructive. A child likes to tell what it knows about the simple objects with which it is most conversant. The words which are used to express objects are first presented to him in his spelling-lessons, and he is taught by familiar questions to associate with each its appropriate meaning, and its proper sound.

From this time forward, every lesson proceeds on the same principle; the words, phrases, and sentences brought before the scholar's eye, being such only as can add to his information, or interest his feelings, and his conscience; all others being excluded as useless, and repulsive. Thus, not only do those exercises interest the attention which would otherwise fatigue and annoy it; but, the invaluable habit of looking for a meaning in every word and sentence read, becomes fixed and permanent.

But, the principle which more peculiarly distinguishes the British method of education is that which is denominated, sometimes the *mutual*, sometimes the *monitorial* system. In order to have a just conception of the manifold advantages of monitorial instruction, it is only necessary to point out the insuperable difficulties with which the teacher of a large school is beset, when first entering on his office; and then to show how well he may overcome the whole by a judicious use of monitors.

In the first place, to secure perfect quietness, and attention, in such circumstances, before any address is made to the minds of the scholars, the eyes and voice of a single person, even after long practice are scarcely sufficient. But, granting that a single teacher may have the whole of his scholars brought into prompt compliance with distinctly expressed orders given to the whole; yet when, in addition to the silence and attention of a minute or two, that of an

hour is required, nothing but the faculty of keeping every mind among them interested in the subject on which he is addressing them, could command attention, or restrain noise. But, it is impossible for a teacher to address a large number of children of different ages, and different degrees of acquirement, so as to be intelligble to all, interesting to all, and instructive to all, at the same time. The lessons given to the oldest, including the language in which the ideas are clothed, and the ideas themselves, would exceed the comprehension of the younger children; and, no sooner should he turn to address himself to these, than the others would perceive he was dwelling on matters with which they were quite familiar, and was speaking language too childish to merit their attention. By a careful arrangement, however, of the whole school into divisions, and subdivisions, adjusted according to the relative acquirements of the scholars, and by appointing over each a deputy, or monitor, chosen from their own number, the master at once, secures closer inspection, and makes it possible for all to be addressed at the same time on the subjects, and in the manner and language, best adapted to the actual progress of each.

So far, a manifest advantage is secured. But, it may be objected that these monitors, being but children, must, as teachers, be very unequal to adults; and, moreover, that, while thus engaged in giving instruction to others, they must be losing ground themselves. Both objections are very natural, but admit of the most satisfactory refutation. In the first place, children, while thus acting the part of subordinate teachers, feel a sense of the responsibility, and of the comparative importance assigned to them, quite sufficient to make them anxious to discharge their parts well, and readily to adopt the recommendations, and follow the injunctions giving by the head master. He can, also, suspend, remove, or change his monitors, as he may think proper, without doing them that personal injury, or pro-

voking that personal resentment, which would probably result from the exercise of a like freedom towards older and less dependant assistants. Besides which, children are, in many respects, the most efficient instructors of companions less advanced than themselves. The lessons they teach even the very simplest, and on that account to adults the most uninteresting, having been learnt by themselves but a short time before, and thereby, still retaining somewhat of the interest of novelty, are communicated to others with more zest than adults can possibly feel. For the same reason, monitors can sympathise far more readily with the difficulties of their pupils, having but just emerged from those difficulties themselves, and, in their explanations, all their ideas and expressions, are not only more directly addressed to the precise perplexity which has made explanation necessary, but are those, also, of persons of the same rank and habits, and of nearly the same age with the children to whom they are addressed; thus, they seldom exceed the range within which the minds of the latter have been confined, while an adult can, with difficulty, avoid employing modes of expression, which, howevevr, familiar they may be to himself, are by no means familiar to them. In many respects therefore, besides expense, monitors are better fitted than adults to be the agents in communicating instruction; and, with regard to expense, it is obvious that they are not merely useful, but, with the scanty funds allotted to public schools, absolute necessary.

To the other objections, that monitors, while acting in that capacity, must, as scholars, be either stationary or retrograde, it may be answered, first, that they are not so engaged during the whole hours of school, since it is not necessary that the rest of the scholars should, during the whole time, be made the subject of direct address. Accordingly, while the latter are engaged in other exercises, the former may be collected as a class by themselves, receiving from the teacher instructions which they of the whole school are

best prepared to meet, because, in respect of knowledge, they most nearly approach him. In the second place, while teaching others what they themselves best know, they are familiarizing their minds more and more with these past acquisitions; and in the discharge of the trust committed to them, are learning the practice of many excellent virtues. The system, hence, embraces a wider field, both for the observation, and the exercise of moral practice, and for the improvement of the intellectual faculties. But, the probability that monitors will derive any positive moral improvement from the discharge of their duties, must, of course, very much depend on the manner in which the head master exercises his general superintendance. If, in consequence of the Divine blessing attending his wisdom and care, these youths should acquire some practice in the virtues of fidelity to their trust, and of patience, good temper, and strict impartiality towards their inferiors, may we not indulge the hope that many of them will be enabled to continue the exercise of these valuable qualities, throughout their future lives.

From these, and many other considerations it will be evident that the profession of a schoolmaster calls for the highest principles, and the strictest moral propriety, in all who would enter it. Teachers of all kinds, being brought into frequent intercourse with persons whose characters have yet in a great measure to be formed, and are deficient in strength and consistency, ought ever to present the brightest examples, while they inculcate the best principles. How peculiarly does this rule apply to those who go forth to teach the Bible; a book, to the doctrines and precepts of which too much deference cannot be paid, but which must inevitably be exposed to more or less of irreverence, and disrespect, when placed in the hands of a teacher who practically departs from its principles.

It is of importance also, that a teacher should have decided views in religion; that he should himself have ex-

perienced somewhat of the value, and excellence of the book whose truths he communicates, and that he should strictly conform to all the public services of religion. The children under his care will, in this respect, be, no doubt, much influenced by his example. Good health, and physical energy are, also, very important, and in no small degree depend on the habits of the individual being under the constant control of sound judgment, and of Christian principle. Perfect command of temper, and the absence of every sign of fretfulness, and peevishness, together with a disposition always cheerful, and amiable, are necessary to the maintenance of confidence, and respect; besides being conducive to the preservation of that elasticity of spirits in the scholars, which powerfully conduces to their rapid progress at school.

To combine firmness with affection is not always easy; but, it is an acquisition so important to ourselves, and to others, that a teacher's endeavours to attain it ought to be strenuous and unceasing. Lastly, the strictest impartiality in disputes between the scholars, even where a notorious superiority of character in the offender presents a strong temptation to favouritism, must be carefully maintained. Children are extremely quick in detecting unfairness; and the least suspicion of it in their teacher must have a strong tendency, either to diminish their respect for him, or to vitiate their own sentiments of justice and propriety.

CHAP. IV.

MECHANICAL ARRANGEMENTS DESCRIBED.

THE degree of importance, which is attached to mechanical arrangements, having been fully explained, it is desirable now to lay before the reader, a *general* view of that particular plan, which was introduced by the inventor of the British system, and which subsequent experience has approved; leaving a more minute description of the order of employment, to be stated in connexion with other matters, bearing more directly on the daily government of the school.

The form of room best adapted to the working of the British system, is that of a paralellogram, its proportion varying according to the extent of the area. The centre of the room should be occupied by desks and forms, a clear passage of from six to eight feet being reserved for the reading stations. At the upper end of the room, a raised platform should be erected, surmounted by a master's desk and drawers. The windows should be either in the roof, or elevated at least six feet from the ground; at four and at six feet from the floor, rails should be fixed against the walls, from which the lesson-boards may be suspended. The ground space between the desks and the wall, ought to have curved lines traced on it of nearly a semi-circular form, to make the station of each reading or spelling draft.

The desks and forms should be so arranged, that when all the pupils are seated, each one may front the master.

The following explanation of the plate prefixed to this chapter, will it is hoped, render the above description perfectly intelligible to those who have not had the opportunity of viewing a British school in operation, and those who wish to form one will find ample details in the Appendix.

DESCRIPTION OF PLATE II.

No. I. General monitor of order.

II. Monitors of classes.

III. First class, or sand desk. The height of this desk is two feet, the height of the form is fourteen inches, the horizontal distance between the desk and its form three inches. The form is six inches broad, the desk nine inches, and placed horizontally. A space of five inches in breadth is boarded off to confine the sand, leaving four inches to support the child's arm. A hole, extending across the sand space half an inch broad, is made near to one end of the desk, to allow the superfluous sand to fall off into a drawer. The sand used is dry, and levelled with a hand smoother.

IV. Writing desks. The height of these desks vary according to the size of the children, they are nine inches broad, and incline two inches out of the horizontal plane, a bead runs along the lower edge to prevent the slates from falling over.

V. Forms. These also vary in height; they are six inches broad.

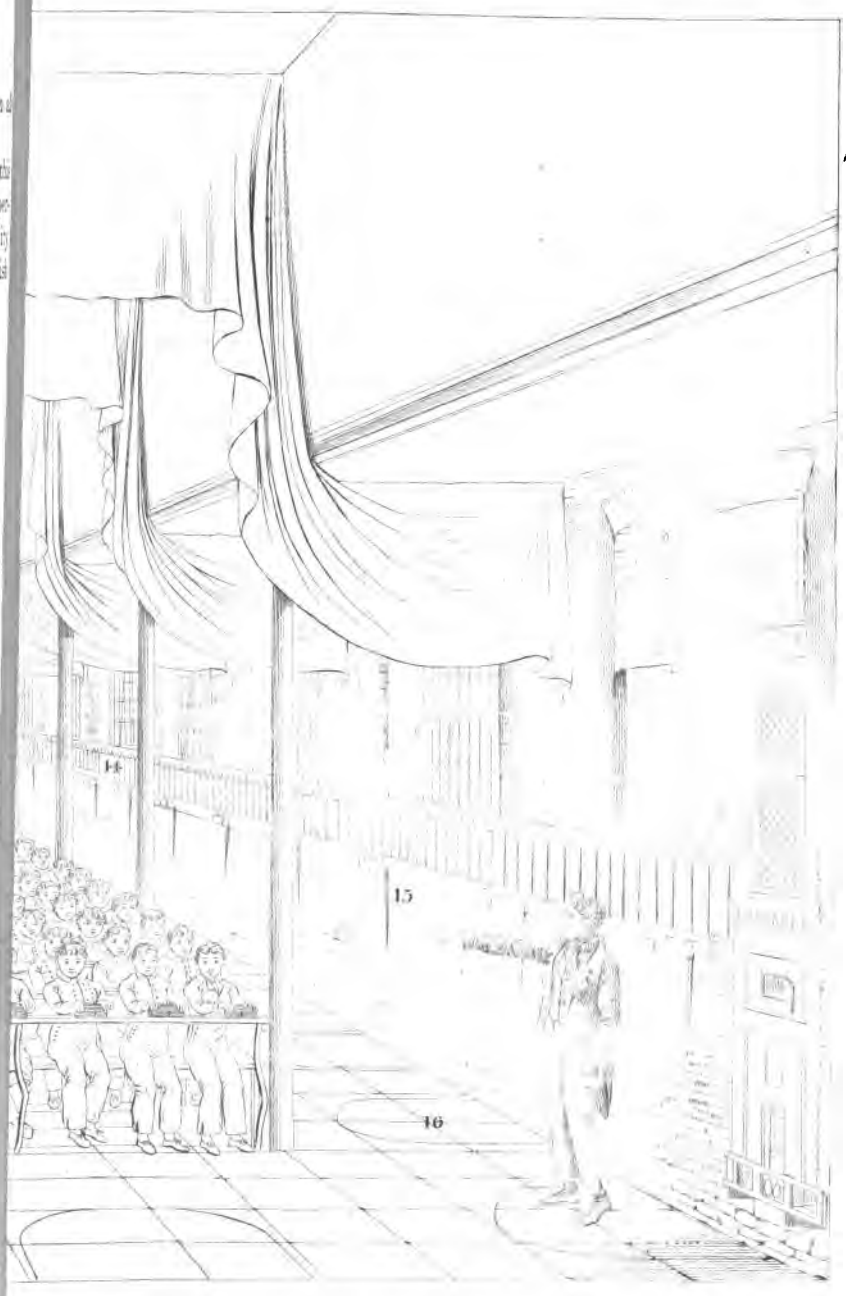
VI. Iron supports. For the forms they are straight, but for the desks they are adjusted to the knee.

VII. Standards. The breadth of the desk, and rising eighteen inches above it. They are firmly fixed in the ground. From these the class marks and battledores are suspended.

VIII. Telegraphs. Small boards, six inches long and four inches broad. One of these boards is attached to each class, except the first.

Upon one side of the board is inscribed the number of the class, and on the other the letters E. X. They are made to turn freely on an iron rod about twelve inches in height, the lower end of which is firmly screwed into the top of the perpendicular standand.

IX. Slates. Now exibited for monitorial inspection.



OL SOCIETY, BOROUGH ROAD.

X. Battledores. Containing the words to be written from dictation.

XI. Lessons not in use.

XII. Rails from which the lessons are suspended. The upper rail is fixed against the wall, at the distance of six feet from the floor. The lower one is parellel with it, and at four feet from the floor. These rails are six inches wide, and an inch thick.

XIII. First boy badges. To be held by the first boy in the draft.

XIV. Class lists for mustering.

XV. Pointers. Small sticks, used by the reading monitors, to direct the attention of the children whilst reading or spelling.

XVI. Draft stations. The lines are cut in the floor: the form is that of a semicircle of a radius of two feet, connecting the ends of two perpendiculars of eighteen inches. A space of two feet six inches should be left between the semicircles.

XVII. Baize. To check the reverberation of sound.

CHAP. V.

METHOD OF TEACHING SPELLING.

SPELLING.

In schools, on the British system, the Children are formed into eight distinct classes, consisting of those pupils who have attained to about an equal degree of knowledge.

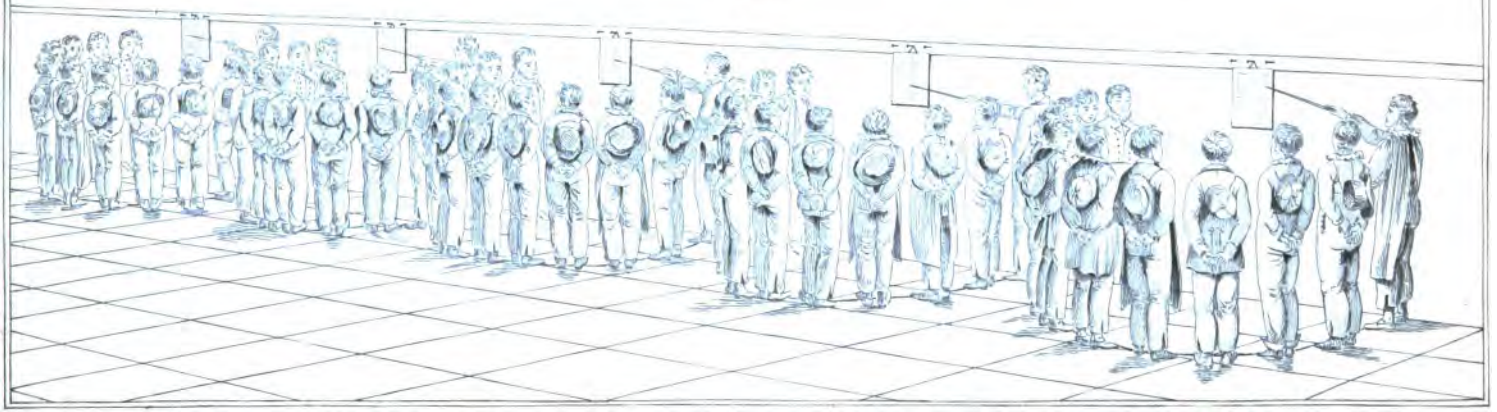
Boys of the 1st class, learn the alphabet.
——————— 2d —— Words of 2 letters.
——————— 3d ——————— 3 and 4 letters.
——————— 4th —— Monosyllables of 5 and 6 letters.
——————— 5th —— Words of 2 syllables.
——————— 6th ——————— 3 syllables.
——————— 7th ——————— 4 syllables.
——————— 8th —— are selected from the 7th class, and are expected to spell any word.

Before entering on the exercise, the boys are arranged at draft stations (see plate III.—Fig. 2.) A draft consists of a portion of a class, and contains usually from ten to thirteen pupils, each draft having a monitor, a large lesson board, a pointer, and a badge labelled "First Boy."* The monitor points to a word, the first boy pronounces the letters as s, p, r, i, n, g—spring, and the second boy gives a

* For the meaning of these terms, see Plate II. No. 11, 13, 15, and explanation.

Fig. 1.

Fig. 2.



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meaning, or application of it. This word admits of several; he might therefore say, a stream of water rising out of the earth,—or a pump,—or the season between winter and summer,—or he might refer to a lock, or a carriage. If the word consists of two or more syllables, each syllable is read by a separate boy. Suppose the word to be cheerfulness, the first boy would say c, h, ee, r—cheer, the second, f, u, l—ful, the third, n, e, ss—ness, and the fourth would say cheerfulness.

The word is syllabically divided, in order that attention may be excited by a brisk circulation. But the division may be excessive, and then it will produce languor instead of activity. Of this kind is the subdividing syllables into letters, and restricting each boy to a single letter. The circulation is as rapid when the pupils pronounce syllables as letters; the harmonious combination greatly assists the memory, an error produces no confusion, and the number of words spelt in a given time, is much greater. If letters were separated, the word above cited, would extend to sixteen instead of four boys, would occupy the time of four words, and would require exertion to keep the mind steadily fixed on it, instead of being in itself the immediate source of excitement.

Since the publication of a former edition of the Manual, considerable improvement has been made in this department, by the extension of the interrogative principle. At that period, the practice of demanding the meaning of the word was confined to the highest class. The advantages resulting from it, have subsequently caused a gradual extension even to the lowest class; and a short time ago, a revision of the Spelling Lessons was made, in which the plan was adopted of rejecting all combinations of unmeaning sounds, and requiring the meaning of every word spelt. A few remarks on this set of lessons, in their revised form, may not be deemed superfluous.

The alphabetical characters remain as before, with the exception of the Roman numerals. These the children

should be taught to read in connexion with the number which they represent. The first boy in the draft should say, V stands for 5; the second, X stands for 10; the third, C stands for 100, &c.

The two and three letter lessons have undergone a more complete change. In pursuance of the plan of rejecting all unmeaning combinations, the *ba, be, bi, bo, bu;* and the *bla, ble, bli, blo, blu, &c.*, have ceded their places to words such as "*he,*" "*we,*" "*it,*" "*on.*" They are printed in both roman and italic type, to exercise the children in reading various characters. The subsequent sheets of lessons exhibit, in each class, a two fold arrangement.—The names of things are arranged under the heads of trades, measures, vegetables, quadrupeds, clothing, fruit, medicine, flowers, birds, &c.; and columns of words alphabetically.

The fifteen last lessons of the set consist, of a selection of words, approximating in sound, but differing in spelling and signification. They embrace the principle orthographical irregulaties of the language. The whole set consists of sixty folio lessons, containing besides four alphabets, nearly six thousand words; selected primarily for the purpose of communicating a complete knowledge of English orthography, and revised with the design of including a very extensive range of useful knowledge, and inducing habits of observation and inquiry.

The plan of teaching is invariable throughout the series. *The pupils are expected to spell, read, and explain every word.* Commencing with the second class, the first boy would say, h, e—he; and the second boy would, without giving a regular definition, express his sense of its meaning. He may be supposed to say, "him," or "not me;" or putting it in a sentence, say, "he is here." Any answer which indicates a knowledge of the word should be accepted, however homely either in language or illustration. The same remark applies to the subjoined sentences: if the *idea* be correctly received, repeated demands for explanation will

soon lead to more suitable language, and more correct definitions. The two principal points to be attained by the pupil are, the comprehension of the meaning of the term, and the power of expressing that meaning in suitable language. If the answer be given in the words previously used by another boy, there is often reason to suspect that the word is not understood, and the monitor must test by other questions.

After being engaged for some time with the board before them, they spell from memory, called in the language of the school, "spelling off." The monitor now takes the lesson in his hand, and proposes a word to be spelt. The first boy pronounces the word after the monitor, the second spells it, and the third, gives the meaning. The definition or illustration now given is not necessarily that which was previously accepted, another if equally correct, is to be preferred. The children should be encouraged to seek new definitions or varied modes of expression, as far as is consistent with the true signification.

The meanings of the words in the alphabetical columns which are generally derivative, the pupils learn by being exercised in separating the prefixes and affixes, and then tracing the root through other combinations. For instance the word *retrospection:* the monitor would say, separate it, and the boys would reply *retro*, behind, *spect*, look, and *tion*, act, or action. What is the meaning of the word *retrospection?* The act of looking behind. Give some other instances in which the root occurs? *In-spect, pro-spect, spec-tacle, circum-spect, re-spect, &c.*

The advantages of this system of interrogation are numerous and weighty. It teaches even the youngest child to apply every word as it is brought before him, from his earliest acquaintance with a written or printed language. It leads the mind direct from the words, to the legitimate use of them, the communication of ideas. By inducing the child to draw on the resources of its own mind, to compare, to

discriminate, to judge; he is rendered capable of far greater mental exertion. It necessarily ensures a *habit* of observation, and scrutinizing enquiry, it occasions close application, and constantly calls upon the master rather to restrain than to excite.

READING.

Reading, which has the same classification as spelling, is also taught at draft stations, and by the same monitors. The only variation in arrangement consists in the substitution of reading for spelling lessons.

In the first or alphabetical class, the monitor points to a letter on the lesson board, suspended before the children, and each pupil is expected to name one in turn. If any delay occur, or the letter be wrongly named, the monitor says, "tell him;" and the next, or any succeeding boy, who pronounces it correctly, takes his place.

This exercise is tedious if not varied. The names of the letters are unmeaning and arbitrary sounds, and with the exception of O, S, and X, the forms are not associate with any thing previously recognized. By taking advantage of the fact, that children will learn to spell words much more readily than they can be taught to read the letters, a variation may be introduced, possessing considerable advantage. If the word *me*, *in*, or *to*, be mentioned, the child recognizes a familiar sound, and judging by his ear, he almost intuitively answers, m-e, to the question, 'spell me.' If after having mentioned the word, the monitor tells him to point on the lesson to the letters which compose it, his curiosity is excited, and the gratification attendant on a successful effort, excites a desire to encounter new difficulties.

If, however, instead of pointing to the lesson, they be required to pick out the M and E from among a number

of letters strewed on the floor, still greater excitement is felt, while at the same time it affords them much amusement. The letters for this purpose are obtained by cutting up any waste book.

The alphabet, when taught abstractedly, is the most difficult and tiresome lesson which the pupil meets with, in the whole course of school instruction. A well trained monitor will, however, by these means in some degree remove the labour, and give to the exercise a new interest.

The second and third classes confined to words of two, three, and four letters, use only the spelling lessons, some of which, have a few simple sentences subjoined.

The reading lessons of the higher classes, consist entirely of extracts from Holy Scripture and the Bible itself. These are arranged in conformity to the classification of the school, and pass on gradually from words of one and two syllables, separated syllable from syllable, by hyphens, to lessons selected without regard to difficulty; both in the lessons and in the Bible, each pupil reads to a period. The style of reading is throughout made a matter of great importance. A clear, distinct, and rather slow enunciation of every word accompanied by correct emphasis, and freedom from tone is considered essential to promotion.

INTERROGATION.

In connexion with the correct reading of the Scriptures, it becomes an object of the highest importance that the pupil should not only understand the meaning of what is read, but be so far interested in its communications as to regard them with reverence, and habitually to apply them to his own conduct and conscience. To accomplish this in the most effectual manner, an extended system of interrogation is pursued at the Society's Model School.

It commences with the earliest attempt at reading, and is performed first by the monitor exclusively; then by the boys seconded by occasional questions from the monitor; and at its last stage, in which it embraces a very wide range of enquiry, by both. The first mode is followed in the fourth or *lowest reading* class, the next in the three following classes, and the last in the eighth class.

The subjoined sentences will afford examples of the questions which would probably occur in each stage of the proceeding.—Suppose the following sentence to be read in the lowest or fourth class: "Seek ye the Lord while he may be found, call ye upon him while he is near."—The monitor would propose one or more such questions as these:—*Quest.* "Who are to seek?" *Ans.* "All men."—*Quest.* "Whom are we to seek?" *Ans.* "The Lord."—*Quest.* "When are we to seek the Lord?" *Ans.* "While he may be found."—*Quest.* "Whom are we to call upon?" *Ans.* "Him."—*Quest.* "While who is near?" *Ans.* "He."—*Quest.* "Who is meant by He?" *Ans.* "The Lord."—*Quest.* "What is meant by Seek?" *Ans.* "Enquire after."—*Quest.* "How are we to call on the Lord?" *Ans.* "In faith."—*Quest.* "What name is given to the act of calling on the Lord?" *Ans.* "Prayer."

This exercise, so far as the monitor asks the meaning of the words is exactly that which is pursued with the spelling lessons; but it extends beyond it in proposing questions which require inversions of the sentence and explanations of its phrases. The advantages derived even from this first step are considerable. The children are habituated to search for sense in all they read: they are taught to analyse each sentence; and they gain much scriptural information. Nor is the facility which they acquire of expressing their ideas a matter of small importance,—to give a correct or clear definition, clear conceptions of the subject is essential, and clear conceptions cannot be obtained without attention and reflection.

At the second stage, including the fifth, sixth, and seventh classes, the great distinction is, that questions are proposed *by the pupils. Each boy in his turn is required to propose one or more questions on the passage he reads.* The business of the preceding class has greatly prepared him for the work, but even with this information it is to most boys an exercise of some difficulty, and requires the careful attention of a gentle and intelligent monitor. For the purpose of illustrating the manner of proceeding in these classes, we will suppose the sentence to be, "*If thine enemy hunger, feed him, if he thirst give him drink, for in so doing thou shalt heap coals of fire on his head.*" A boy having read this would say, "What are we to do if our enemy hunger?" and the next would reply, "feed him;" and then, probably ask a third, "What are we to do if our enemy thirst?" or, "What shall we do by giving food and drink to an enemy?" &c. &c. The monitor, in addition to such questions as these, would ask, "What is meant by "ememy," "hunger," "coals of fire," &c.; and would then put other questions tending to render the sense of the passage clearer to the minds of his pupils. The direct object in these three classes, is to exercise the children in separating the parts of a sentence, and in attaining a promptness in proposing questions on each part.

The third stage of the proceeding is presented in the eighth class, where the questioning should be carried out to the full understanding of the sentence, the etymology of the principle words, proofs, collateral passages, and especially the application.

To illustrate this more fully, it will be well to enumerate some of the questions which might be put on the passage just quoted.

Quest. "Why are we to feed our enemy?" *Ans.* "Because the Scriptures command it."—*Quest.* "Give me another passage which proves it?" *Ans.* "Be not overcome of evil, &c.—*Quest.* "Another!" *Ans.* "Love

your enemies; bless them that curse you, do good to them that hate you, &c."—*Quest.* "What is meant by heaping coals of fire on his head?" *Ans.* "A melting or softening him by kindness,"—*Quest.* "Give me some proof that this is the meaning?" *Ans.* "Because if taken in the other sense, it is doing him an injury which is contrary to the Scriptures."—*Quest.* "Prove it by some passage of Scripture?" *Ans.* "In the parrallel passage (Prov. xxv.) it is added that, "For this the Lord shall reward thee." Another replies, "Overcome evil with good." And another adds, "If thou meet thine enemy's ox, or his ass, going astray, thou shalt, &c."—*Quest.* "Shew what kindness to an enemy has this melting or softening tendency?" *Ans.* "A soft answer turneth away wrath;" or another, using his own words might reply: "David spared Saul in the cave, when Saul was seeking his life, and when David called after him, and he knew what kindness David had shewn him, he said, 'Is this thy voice, my son David? and Saul lifted up his voice and wept.'" And another might make such a remark as this, which would be accepted." "When we do wrong to any one else, and they do good to us in return, we are ashamed of having hurt them."

Neither the master nor monitor should ever give an opinion, but let the Scriptures be their own interpreter. To remove any misconception he should lead them to other passages in which the word or phrase occurs. Suppose that the draft is not able to give a suitable answer to the question, —"What is an enemy?" The master or monitor should say, Give me another passage in which the word enemy occurs? They would probably cite the one in the parable: "The enemy that sowed them is the devil." And he would ask again, "What did the enemy there?" *Ans.* "He sowed tares among the wheat."—*Quest.* "Did he get any wheat by sowing the tares there?" *Ans.* "No!"—*Quest.* "For what purpose did he sow them?" *Ans.* "To injure the man."—*Quest.* "What name then is given to one who tries to injure

another?" *Ans.* "An enemy." The object is often sooner obtained by simply referring to the etymology of the word.*

But all is not accomplished when the sentence is understood. If the object of imparting scriptural instruction be to purify the affections and amend the heart, (as well as to strengthen the intellectual faculties), then a teacher must proceed still further, he must lead his pupils to an acquaintance with the practical uses of the passage, and above all, take care that his own practice be a living comment upon it.

The following questions might, therefore, succeed: *Quest.* "To whom is this command addressed?" *Ans.* "To all." —*Quest.* "Do all men obey it?" *Ans.* "No."—*Quest.* "Why do they not?" *Ans.* "Because the heart of man is evil."—*Quest.* "What is a mark of a carnal mind?" *Ans.* "An unforgiving spirit."—*Quest.* What of a spiritual?" *Ans.* "A spirit of love."—*Quest.* "To which of these does kindness to an enemy belong?" *Ans.* "To the spiritual mind."—*Quest.* "Whom should we try to resemble?" *Ans.* "Christ."—*Quest.* "Who are spoken of in the Scriptures as enemies to God?" *Ans.* "All men."—*Quest.* "How has God treated us?" *Ans.* "Loved us while we were enemies."—*Quest.* "What may we learn from this?" *Ans.* "That if God so loved us, we ought also to love one another."—*Quest.* "To what extent are we to love one another?" *Ans.* "As ourselves." Questions might follow on prayer, the offices of the Spirit, &c., taking care to vary them according to the degree of interest excited. The passage might also be taken up in this way. *Quest.* "What is the first lesson we may learn from this subject?" *Ans.* "That if our enemy be in our power, we are to repay his hatred with love."—*Quest.* "Again?" *Ans.* "That our efforts must be directed to remove this hatred, and that we should pray to God to change his heart."—*Quest.* "Again?" *Ans.* "That of the goods of which God

* See page 23. Retrospection.

has made us stewards, we are to be ready to dispense when the distribution will be productive of good."

The instances given may suffice to shew the manner of eliciting and applying the information which a sentence contains. It would not be convenient or judicious to carry out questions to this extent from every sentence read, but it is hoped that no regularly initiated teacher will find either difficulty or disinclination in making its style and spirit his daily practice in the higher classes.

WRITING.

This study does not require a distinct classification. The children when writing are seated and arranged according to the gradation of the reading classes. In some schools on the British System, a distinct classification obtains, but its operation is decidedly injurious; it tends to retard rather than to accelerate. Writing differs from other studies in being merely imitative, and experience has proved that the better way to promote improvement is to place beginners indiscriminately among the good writers of the same class. The separation of what are termed "the letter boys" to the left end of the first desk of each class was a species of classification formerly practised, as may be seen by reference to the earlier editions of the Manual; but the character for good writing which the central school has now attained, is to be attributed principally to the above-mentioned alteration. It now frequently happens that there are no letter boys, but that every boy in the school can write without copy, the words dictated by the monitor.

When the children are seated at their writing desks (as represented in plate III. Fig. 1). the monitor of each class takes a small lesson board in his hand, and at the command of the general monitor, the eighth class monitor then dictates a

word aloud to his class, and spells it, adding a definition. He is followed by the seventh, sixth, fifth and fourth class monitors to the lowest. The eighth now recommences, and six words are thus dictated to each class.

The dictation is from small lessons pasted on boards, called battledores.* The eighth class monitor commences, because the words for his class are the longest. The enunciation should be very distinct, and the meaning or application of the word, should be expressed in language which the pupils readily understand, rather than in the abstruse, though perhaps more correct language of the dictionary.

When MR. LANCASTER proposed the writing of text-hand words on slates from the dictation of monitors, his object was not less to teach spelling than writing. He was reduced to the necessity of using slates, from the commencement of his labours, in consequence of the expense of paper, and that this was his first application of them may be seen in his "Improvements in Education," published in 1805; but as since then an excellent set of spelling lessons has been printed, the great need of teaching spelling chiefly by dictation no longer exists. A knowledge of orthography being secured by the use of the spelling lessons at the draft stations, it does not appear desirable to sacrifice writing to it. It is, therefore, no longer the practice to insist on a large number of words being written within a given time, but to allow sufficient time between each dictation, to admit of the words being well corrected, and even re-written.

This slow mode of dictation, admits of the writing being carefully inspected, and corrected as the pupils are proceeding with it. If the inspection be reserved to the instant previous to cleaning the slate, more is required of the monitors than they can do *well* without considerable lapse of time. To correct properly errors in the form of the let-

* Plate II. No. 10.

ters, and the orthography of the words, considerable time is indispensable, and if they be not repaired by the pupil himself, very little, if any good is effected. This cannot be done if inspection be deferred till the time of showing slates, when, as the writing is exhibited reversed, and the pupil's face is behind his slate, a correction can scarcely be understood, and very generally is not seen.

After six words have been written, the monitors of classes turn the numbers on their telegraphs* towards the platform, to signify to the general monitor that the slates are full. The general monitor commands, "shew slates," and the monitors inspect. The particulars having been corrected whilst the boys were engaged in writing, the monitors have now only to pass along, and to observe what boys have not completed the number of words, or who have been generally inattentive. Reporting these boys scarcely occupies two minutes, when he turns the E X side of the telegraph towards the general monitor, to inform him that he has "examined." The commands "lay down! slates!" "hands! down!" "clean! slates!" &c. are given, and the dictation is recommenced.

The maxims recommended to masters in this department are,—regard *quality* rather than *quantity*, and aim rather at making a knowledge of writing *general*, than of producing *excellence* in a *few* of the senior pupils.

WRITING ON PAPER.

A portion, varying from a sixth to one half of the whole number in a school usually write on paper. For this purpose engraved copies are obtained from a book, and pasted on wood. The writers are then separated into subdi-

* See plate II. No. 8.

visions, so that each division may occupy a desk. A monitor is appointed to each division. The books, just previous to the time of writing, are laid by each monitor at the end of his desk. Each writer, in passing up the desk, takes his book, and, holding it up before him, remains standing, until the whole of the writers have taken their stations. The command is then given by the superintending monitor, who is always the general monitor of Arithmetic, to "Front," "Lay down—Books," "Hands down," "In," "Open Books," "Hands down." The monitors of the divisions now distribute the copies and pens, which have been previously placed for them, at the heads of their desks. At the word "begin," the writing commences; they are not allowed to exceed five lines. At the close of the writing lesson, the general monitor commands "Writers," "Clean pens," "Shew pens," "Lay down pens," "Hands down," "Monitors—Gather up pens". The monitors collect the pens of their respective divisions, and place them at the lower ends of the desks. At the command "Gather up copies," the monitors return to the upper end, taking each boy's copy-slip on passing him. These being placed at the upper end of the desk, the superintending monitor says, "Shew books," and the master inspects. This being done, the monitor commands, "Lay down books," "Shut books," the monitors gather them, and put them in the different departments of a drawer assigned for their reception.

ARITHMETIC.

The classification of arithmetic is perfectly distinct from that of spelling, reading, and writing; so that a boy of the fifth reading class, may be in the ninth arithmetical class, or one of the eighth reading may be in the first arithmetical

class. Instruction in this department is given to the boys of the 5th, 6th, 7th, and 8th reading classes, and every boy of these four classes belongs to a cyphering class.

Slate arithmetic admits of ten divisions. Addition, Subtraction, Multiplication, and Division, in their simple forms make four classes, and in their compound forms four more; the combination of figures preparatory to entering on the study of addition, is the business of the first class, and a class, making the tenth, is composed of those boys who have passed through compound division.

Arithmetic is taught at the draft stations, with the exception of the first class, which, during a part of the time, is seated, writing the addition-table from dictation. Each draft has a monitor, a folio tabular lesson, a pointer, and a "first boy" mark; and each boy, a slate and pencil. The business commences by the monitor taking the lesson and reading off a question and its solution, whilst the boys attentively and silently follow him, and write down the figures as he pronounces them. Suppose the question to be,

3 4 1 2 7
8

the monitor would say, "thirty-four thousand, one hundred, and twenty-seven;—multiply by eight;—draw two lines." He would then command "Shew slates;" and, having inspected, resume his dictation, but from the key side of the lesson: thus,—8 times 7 are 56, set down 6, and carry 5; 8 times 2 are 16, and 5 carried, are 21, set down 1, and carry 2; 8 times 1 are 8, and 2 are 10, set down 0, and carry 1; 8 times 4 are 32, and 1 carried are 33, set down 3, and carry 3; 8 times 3 are 24, and 3 carried are 27, set down 27. Product in figures 2, 7, 3, 0, 1, 6.

Product in words, two hundred and seventy-three thousand, and sixteen. During this time the boys are not idle for an instant; they place their pencils on each figure, as it is mentioned by the monitor, and set down the result, figure by figure, as he dictates it. The slates are then again shewn, returned, and the lesson hung up.

The monitor now points to a sum, and says, "first boy begin." In this instance the first boy would say, "thirty four thousand," the second, "one hundred and twenty-seven," the third, "multiply by eight," and the fourth, "draw two lines." The monitor would then command, "shew slates," as before, and having placed the boys according to their relative degrees of neatness and correctness, say, "return slates," and they would commence solving the question aloud.

The object of the first method, is to shew them the manner of performing the rule. In the second instance they are called upon to do that, which, by the first method, was explained to them. In this latter stage the monito never speaks, but to say, "tell him," in the event of a boy not exactly following the key. It is not possible for the monitor to err in either course, except by design, even although he may understand nothing of the rule; for every word that is to be spoken, is printed on the lesson board, which he holds in his hand.

There is a third method which the boys are much pleased with, and which, after the rule is somewhat understood, is productive of a business-like dispatch. The monitor suspends the card as at first, and pointing to a sum, says, "the quickest." Each boy copies the figures as rapidly as he can, solves the question, and exhibits the result to the monitor, who with a glance compares it with the key, and says, "first," "second," "third," &c., according to the order in which they correctly exhibit. This method will ever be a favourite one with quick boys, and is, in several respects, really advantageous. These three methods are

pursued in each of the classes between the first and the tenth.

The requisites, for a boy to pass from the first arithmetical class, to the second or simple addition class, are, a capability of making neat figures, and a knowledge of the addition table. These, as before observed, are taught principally at the desks. To complete their knowledge of the table, they are formed into drafts, and repeat it in mutual questions and answers; as, first boy, 5 and 5? second boy, 10; 5 and 6? third boy, 11; 5 and 7? fourth boy, 12; 5, &c.

The tenth class is composed of boys who know the first four rules, simple and compound. These, if numerous, are subdivided. The boys being arranged, the monitor distinctly announces the question; if complicated, he repeats it once or twice, then pausing to allow time for its being understood, he says, "begin;" and each boy eagerly strives to work it out, and present his slate first for approval. If right, and first, the monitor says, "first," to the next boy, "second," &c.; and the draft is instantly, as it were, sifted, the slow or inefficient being at the bottom. Copying is not practicable.

As soon as all have completed the question, the monitor interrogates, thus,—"What have you done?" "How?" "Why?" "Any other way?" &c.; and their knowledge of the principles on which the rule is founded is thoroughly examined. This examination is a very productive exercise, and should seldom be omitted, even in the more simple sums of the tenth class; for as it rarely happens in long solutions that the pupils obtain their results the same way, the replies to these questions often elicit much valuable remark respecting the principles upon which their particular calculations are founded.

It is to the variety of methods used in obtaining the results, coupled with the pupil's subsequent reasoning on the correctness of the principles which he has selected,

that we look for proof of the reality of his attainments. If only one way be resorted to, and the pupil be not closely examined on his reasons for its adoption, it is probable that his production is a mere mechanical performance, an imitation instead of a calculation, an exercise of the eye rather than of the reasoning faculty. On this account, printed rules with annexed examples are objectionable in the hands of pupils. A boy, with such a book before him, frequently confines his attention to an imitation of the model question without reading the rule at all, and even if he should read and understand it, he is ignorant of the principle on which it is based, without which he cannot make the rule available in business. Rules, are therefore in the Central School, never introduced but at suggestions, when the difficulties of the question are thoroughly understood, and have baffled the pupil's ingenuity; he is gradually led on by a succession of questions, till the whole truth breaks upon his mind with a clearness and beauty, which form the best incitement to renewed investigation. Arithmetic thus taught, becomes a fine mental discipline, and strengthens the intellectual powers, instead of resting only in the memory.

There are two other points of obvious importance, which respect the mere working out of the questions, viz. correctness and dispatch. The attainment of the latter, is generally, a matter of very great difficulty; yet without it the experienced Arithmetician is often plainly deficient in buying and selling, and in transacting affairs where ready calculation is required. To supply this defect, not only are contracted methods on slate encouraged, such as bringing any number of tons, hundredweights, quarters, and pounds, into pounds in one line,—working by aliquot parts and approximations,—or calculating part of a question abstractedly, and part on the slate; but a great variety of questions are given specially for pure mental solution.

In performing these mental operations, although ellip-

tical modes may be sometimes suggested by the monitor, yet each pupil is left to his own discretion in their adoption, and is at liberty to calculate according to his own particular talent. If for instance, the question proposed to a draft be, "What shall I spend in a year of 365 days, at an average of *5d.* per day?" Some boys would solve it by noting 365 pence as *1l.* 10*s.* *5d.* and by multiplying by 5, beginning at the pounds; others, prompt at multiplying, and ready at the pence-table, would almost intuitively see that $365 \times 5 = 1825 = 7l.$ 12*s.* 1*d.* while another might choose to obtain the same result, by adding 365 fourpences and 365 pence,—or 365 sixpences—365 pence.

The talent of the mental arithmetician for practical purposes, is shewn rather in detecting, and promptly seizing on any aliquot parts or favourable combinations of numbers, than in a capability of pursuing a lengthened course of involutions, or by the power of retaining and modifying long series of figures. Suppose the question to be, "What is the interest of 576*l.* 18*s.* 9*d.* for $8\frac{1}{3}$ years at four per cent. per annum?" The boy who should detect that 4 times $8\frac{1}{3}$ equalled $33\frac{1}{3}$, which is the third of a hundred, and thus obtain his result by instantly dividing 576*l.* 18*s.* 9*d.* by 3, would be much superior to him, who found it necessary to go through the prescribed formula, although he might be well able to accomplish the extra labour.

Mental arithmetic is taught in drafts, and differs from slate arithmetic, in the absence of slates, books, or helps of any kind. It commences, with learning the simple tables, which is the business of the younger children. The monitor begins by such questions as these,—"6 and 8?" "6 times 8?" "How many eights are there in 48?" "How many sixes?" "What is $\frac{1}{8}$th of 48?" "What $\frac{2}{8}$ths?" "What $\frac{1}{8}$ $\frac{3}{8}$ $\frac{5}{8}$, &c. of 48?" As we advance, the monitor, in addition to this, would say, "How many shillings in 48 pences?" "How many pence in 48 farthings, &c. &c.?" If 6 eight-pences be 48, what will 3 eight-pences be?" Or

"If 8 sixpences be 48, what would 2, 4, or 6 be?" "And Why?" These questions are given with almost the rapidity of thought, so that hundreds might be put and replied to, in the course of half an hour.

These drafts are succeeded by others, in which questions are proposed on the tables of weights and measures, and on the enlarged multiplication and pence-table, as,—*Quest.* "How much is 19 times 19!" *Ans.* "361."—*Ques.* "How much is 361 pence?" *Ans.* "1*l.* 10*s.* 1*d.*" So that such questions as 17 pairs of gloves at 1*s.* 3*d.* or 16 squares of glass at 1*s.* 5*d.* or 18 yards of ribbon at 1*s.* 2*d.*, are answered as readily as twice 2, or 3 and 3.

A consideration of the value of fractional parts, forms the business of another draft. In this case a painted board is used, on which are represented all the simple fractions, as far as the tenth of a tenth. Its use is to enable the pupils to see and compare the relative magnitude of fractional parts.

In all these drafts, much scope is allowed to the monitor, beyond the line of questioning just referred to. They are at liberty to vary the questions to any extent, so long as the attention of the boys is kept up. Such questions as these constantly occur: "What is the value of a dozen articles at 3*d*,—at 4¼*d*,—at 9¾*d*,—or at 1*s.* 5½*d*?" or, "What is the value of any number of dozens or grosses?" or, "What is the square of 4,—or 1,—or 6,—or of 9, &c.?"

In the more advanced drafts, the questions become much more difficult, and include the following range: "What is the square of 27, of 53, of 225?" &c. "What does 7 cwt. 3qrs. of any article, come to, at 1*d.* per lb., or at 9¼*d.* per lb.?" "What will 37, or 75, or 139, or 3185, or any other number of articles, amount to at 2½*d.* each, or at 5¼*d*, or 8½*d*, or 3*s*., or 7*s.* 6*d*, &c. &c.? "In 35 yds. 3 qrs. of cloth, how many English, French, or Flemish ells?" "Reduce 4*s.* 8¾*d.* to the fraction of a pound sterling? or 9¾*d.* to the fraction of a crown? or 3 qrs. 15lb. to the fraction of an

cwt. or ton?" "Multiply $\frac{2}{3}$ of $\frac{5}{6}$ by $\frac{1}{2}$ of $\frac{1}{2}$ of $1\frac{1}{2}$?" "Add $\frac{5}{8}$ of a shilling to £$\frac{3}{5}$?" "Reduce 12*s.* 6$\frac{1}{2}$*d.* to the decimal of a shilling or pound sterling?" "What is the interest of 251*l.* 10*s.* 6*d.*, at 5 or 6 per cent., for a number of years and months?" To these might be added a large proportion of the questions usually found in most books of arithmetic. The only restriction laid on the monitors of these drafts is, that no questions be proposed which might come under the denomination of ingenious trifling, in which would be included questions on the peculiar properties of some numbers and amusing combinations in others, but every question must be applicable to a practical purpose.

In some schools it is judged impracticable, and in others injudicious to extend instruction beyond the preceding branches. Whilst diversity of opinion exists, it remains for each local Committee to decide on its suitability to their particular district. There are various reasons for the addition in the central school; and the following outline of the plan pursued in teaching, is offered for those who deem it worthy of attention.

ENGLISH GRAMMAR.

Grammar, as a distinct branch of instruction, is taught at draft stations. No books are used except one in the hand of the monitor, to serve as a text-book; consequently no tasks are required. The information is conveyed by the voice of the monitor, and has the appearance of being drawn from the boys by a succession of judicious questions. At the commencement it assumes the form of conversation.

A detail of the exact method pursued by the monitor of the draft will be necessary to facilitate its adoption; the practical teacher, who knows the extreme difficulty of bringing children to comprehend, and readily apply the rules, will not think it tedious.

The monitor would probably commence the conversation by remarking, in as clear a manner as possible, that every word in the language, like every boy in the school, belongs to some class. Stopping some seconds to ascertain that the simple fact was well understood, he might remark, that the only difference is, that there are eight classes of boys in the school, but nine classes of words. This would be followed by saying, "Tell me the names of any things you see?" A number of things being named, he would say, "Tell me the names of some things which you cannot see?" Several being mentioned, the question would be put, "What have you told me about these things?" *Ans.* "Their names." Now the monitor would observe, all these names which you have mentioned belong to one class, the name of that class is, "*Nouns;*" all names belong to it, for the word Noun means Name. "Goodness," "Justice," "Height," "Depth," "Length and Breadth," and every name you can possibly find, even "Nothing" itself belongs therefore to this class, because it, and all these are names.

Having proceeded so far, he would judge it desirable to retrace his steps, and ascertain if he were thoroughly understood. He would therefere ask one of the dullest of the draft, "How many classes of words are there?" Another, "What is the name of the class of words about which we have been speaking?" A third, "What is the meaning of the word Noun?" A fourth would be asked to mention some name which did not belong to it; a fifth, what part of speech "nothing" was. In this manner the monitor would ascertain if the attention of the class had been effectually directed to him. Pursuing his subject, he would ask them to mention a name. Supposing "desk," to be mentioned, the

question would follow, "Tell me something about desk?" They would mention, long, narrow, wooden, strong, and other qualities in rapid succession. The draft thus exercised would be led to discover that these are qualities, and although intimately connected with, are not nouns themselves. To assign these to another class, and to give it the name of "*Adjective*," proposing some questions to ensure his being thoroughly understood would be his next object.

The verb would be introduced, by asking them to tell him some word which implied motion. "Fly," "run," "go," and many others being given, he would class them under the name of "*Verbs*." Some general questions would again ensue.

Proceeding with his subject, he would ask them to mention one of the verbs they had just named; perhaps "speak" would be selected, "Tell me," he would say, "how I speak?" *Ans.* "Slowly."—Quest. "In what other ways might a person speak." *Ans.* "Quickly, loudly, softly, intelligibly, roughly."—*Quest.* "What do all these express?" *Ans.* "The manner of speaking." Remember, then, all words which express the manner of acting are ranked in a separate class called "*Adverbs*."—*Quest.* "What is the meaning of the word Ad-verb? *Ans.* "To a verb."—*Quest.* "What is the difference between an adjective and an adverb?" *Ans.* "An adjective expresses the quality of a noun, an adverb the quality of a verb." —*Quest.* "Is it correct to say the sea is smoothly?" *Ans.* "No."—*Quest.* "Why?" *Ans.* "Because sea is a Noun, and requires an adjective."—*Quest.* "If I speak of the sailing of a ship, must I use the word calm or calmly?" *Ans.* "Calmly."—*Quest.* "Why?" *Ans.* "Because sailing is an action."

The *pronoun* is of very easy introduction, its name for a "noun" sufficiently expresses its use, and a few examples are all that in this stage of the business is necessary,

The *articles* require only naming, referring to a few instances in which they are used, and *interjections* are as readily distinguished.

The distinctions of these seven parts being well impressed on the mind of the pupils, the monitor proceeds to the remaining two, which at the first glance, do not appear to admit of a very clear separation. The one is illustrated by the monitor taking a slate in his hand, and saying, "Tell me all the words you can think of, which express situation in reference to this slate." The answers, "above," "below," "under," &c., will bring forth the *prepositions*, and a reference to a hinge, will explain the *conjunction*, which, when the other eight are known, requires no further distinction.

When the class has arrived at this point, the monitor reads some sentences from his book, and requires each boy in turn to class the words, and give his reasons. Being well prepared for this exercise, it is rarely of long continuance. In the ensuing lessons it would be observed that the articles,—the gender, and properties of nouns,—the degrees of comparison in adjectives and adverbs,—the kind of verbs, and the varieties of the pronoun, have all relation to the number three. This presents an opportunity of giving a sure and ready index to these variations, which so often and so long perplex master and pupils. Thus learned they are obtained at once and for ever.

The influence of one word on another, or syntactical parsing, is now easily unfolded. A sentence being read, the monitor, at his discretion, makes various alterations in its construction, each of which is made the subject of enquiry. Care being taken that the difficulties are seen and felt, the monitor gradually leads the pupils by questions to their elucidation. Other sentences of a similar kind are then introduced, and the rule comes in as the result of their own observation and enquiry. It is thus seen to rise necessarily out of the language, instead of being arbitrary and indefinite, and so far from being a burden on the memory,

and exciting disgust, it is welcomed as the result of a clear investigation, and cherished in the memory, from a thorough conviction of its truth and suitability.

GEOGRAPHY.

The mode of teaching Geography by skeleton maps, is very simple. The monitor reads from a key book, in his hand, the names of from three to six places, pointing at the same time to the numeral or alphabetical references on the map suspended before them. The boys have nothing in their hands, and direct their attention to the map, observing the reference which the monitor mentions, and listening to the name and other circumstances which he relates.

After the monitor has thus told them, he demands of each in succession, "What place any given letter stands for?" "What is it remarkable for?" "History?" and other particulars which he had just related.

Having gone through a lesson in this way, mutual interrogation ensues; each boy in turn, beginning at the last, puts a question, and rises or falls in proportion to his skill in questioning, and the extent of his knowledge. The scope of the questions they are allowed to put, is very extensive: for they may propose questions on points of General History, Biography, &c., which have not been mentioned by the monitor, but the knowledge of which they have attained by reading or conversation.

Blank maps, though not yielding in point of utility, have lately given way to a cheaper and more numerous set, called the "Dublin Maps," published by the Kildare Street Society. This set consists of twenty-nine maps, differing from the other set, by having the names included. With these it has been necessary to vary the mode.

Each boy in a geographical draft has a slate, and is

first required to copy the outline of the whole, or of some portion of the land exhibited. The slates being inspected and corrected, each monitor requires his draft to fill up the outline, naming particular places, rivers, or mountains for that purpose. As each place is mentioned, some particulars are related by the monitor, and mutual questions ensue as before.

If we suppose the outline of the Holy Land to be just copied on the slates, and Tyre to be the spot on which the monitor pauses, the following would be the style of questions suggested:—*Monitor*, "Where is it?" *Pupil*, "On an Island."—*Monitor*, "Describe the situation of the Island?" *Pupil*, "It is at the eastern extremity of the Levant, opposite the northern part of the Holy Land, from which it is separated by a narrow strait."—*Monitor*, "What occasioned its erection on an Island?" *Pupil*, "Its being attacked by Nebuchadnezzar."—*Monitor*, "In what tribe was it included?" *Pupil*, "Asshur."—*Monitor*, "For what was it remarkable?" *Pupil*, "Commercial prosperity."—*Monitor*, "In what class of powers should we place it?" *Pupil*, "Naval."—*Monitor*, "Was the second Tyre ever taken?" *Pupil*, "Yes."—*Monitor*, "By whom?" *Pupil*, "Alexander the Great."—*Monitor*, "Cite a passage of Scripture relating to that event?" *Pupil*, "Isaiah xxiii." —*Monitor*, "What is Tyre now?" *Pupil*, "A place resorted to by fishermen to dry their nets."—*Monitor*, "The prophecy respecting this?" *Pupil*, "Ezekiel xxvi. 14."—*Monitor*, "To what power does it now belong?" *Pupil*, "Turkey."—*Monitor*, "What nation in modern times did it most resemble, and in what particulars," &c.

To such questions as these, a more irregular, but not less searching course of mutual interrogation ensues, as—*Quest.* "What nation in Africa was founded by a colony from Tyre?" *Ans.* "Carthage."—*Quest.* "How did Alexander's army approach the walls?" *Ans.* "By a mole." —*Quest.* "What city did he advance against, on taking

Tyre?" *Ans.* "Jerusalem."—*Quest.* "How long did Nebuchadnezzar besiege old Tyre?" *Ans.* "Nearly 14 years."—*Quest.* "How long did new Tyre detain Alexander?" *Ans.* "7 months."—*Quest.* "Mention the years in which Tyre was destroyed by Nebuchadnezzar, and in which it was taken by Alexander?" *Ans.* "572 and 332 years before the Christian æra."—*Quest.* "Why is it called the daughter of Sidon by Isaiah?" *Ans.* "Because it was built by the Sidonians."—*Quest.* "The prophecy which foretold its destruction by Nebuchadnezzar?" *Ans.* "Ezekiel xxvi. 7, 8, 9, and 10 verses."—*Quest.* "What chapter describes the sources of the wealth of Tyre?" *Ans.* "Ezekiel xxvii." —*Quest.* "What prophecy was fulfilled after Alexander quitted Tyre?" *Ans.* "That it should be forgotten 70 years, (Isaiah xxiii. 15.)"—*Quest.* "The prophecy of Alexander's success at Tyre?" *Ans.* "Isaiah xxiii. 11, 12."

These and many other questions about the New Testament and Modern History, might be put and answered in much less time than this account is written. If the question be not prompt, or the answer ready, another boy quickly proceeds, or the monitor again takes it up. In this instance, with the design of educing some important truths from it, he would probably ask, "What sins brought destruction on Tyre?" *Ans.* "Pride, and ill treatment of the Jews." —*Quest.* "What great national crime were the Tyrians guilty of during all this time?" *Ans.* "Idolatry, &c."

In this way, all the information any one might possess, would be elicited and communicated to the rest. The monitors obtain their knowledge by instruction received from the master, and by the use of a well selected School Library.

CHAP. VI.

GOVERNMENT AND GENERAL ORDER.

The government of every British School is carried on by the appointment of monitors. The master, to a certain degree, delegates his power to inferior agents, who report to him, and from whose decisions the children may appeal to himself. The selection and training of these agents is, therefore, a branch of the master's duties, which requires the exercise of all the skill and judgment he possesses. Not only does the order and discipline of the school very much depend on the qualifications of the monitors; but what is of far more importance, the moral and religious improvement of the children may be accelerated or retarded in a considerable degree by their selection. The master should, therefore, keep his eye constantly fixed on those boys, whom he judges to be qualified for monitors. He should consider what particular offices in the school they appear most suited to fill, keep a memorandum of their names, and the duties which he conceives they may be competent to discharge. He should then instruct them in all their personal and relative duties, insist on subordination to their superior monitors, explain to them the necessity of such subordination, and the importance of the charge they have undertaken. He should encourage kindness and good will towards each other, and towards the boys whom they are appointed to direct, and

show them the necessity of the strictest impartiality in the discharge of their several duties. He should devote much of his time to the instruction of the reading monitors, particularly of the higher classes, in the method of Scriptural interrogation, and with a view to their improvement in reading; and having procured a suitable set of monitors, he should set apart one or two hours in every week, to confirm and encourage them in their duties.

MONITORS,

Are either general or subordinate. The former direct the general operations of the school, the latter undertake the instruction of the children committed to their care.

The general monitors are,—

1st.—*General Monitors* of *Order*, who are the deputies of the master, and are responsible for the order of the whole school.

2nd.—*General Monitor* of *Reading*, who superintends that department only.

3rd.—*General Monitor* of *Arithmetic*, who is accountable for the good order of the boys when engaged in that exercise, and who also superintends the paper writing.

The subordinate monitors are,—

1st.—*Monitors* of *Classes*, who teach writing at the desks.

2nd.—*Monitors* of *Drafts*, who teach at the draft station, and who are divided into spelling, reading, arithmetical, geographical, &c.

3rd.—*Monitors* of *Inspection*, or *Inspectors*, who assist the monitors of classes in examining the writing of their pupils.

The general and class monitors must be selected from

the highest class. The monitors of drafts for the first, second, third, and fourth classes, may be taken from the sixth or seventh, but those for the fifth, sixth, seventh, and eighth, should be from the eighth.

DUTIES OF THE GENERAL MONITOR OF ORDER.

The preservation of order, and the superintendance of the exercises, constantly require the presence of a general monitor; two pupils are, therefore, chosen for this office, so that whilst one superintends the school, the other may be engaged in his own studies.

The office of the general monitor of order being the highest in the school, it is desirable that the general monitor of reading, or arithmetic, should succeed to it; but if they do not possess those qualifications which are necessary to render this office fit for the discharge of his various duties, it should be given to the most suitable class monitor.

The duties are,—

1st.—To be in the school room a quarter of an hour before the children assemble, and to see that every thing is in readiness to commence the business of the school.

2nd.—To appoint a door keeper.

3d.—As soon as the general monitor of reading gives the signal for the children to cease reading, to take the command, and conduct the boys to their seats. The first four classes are now formed into writing classes; the fifth, sixth, seventh, and eighth are arranged at their ciphering drafts, under the superintendance of the general monitor of arithmetic. The school is thus formed into two divisions, each under the care of a general monitor.

4th.—To give the necessary commands to the writing classes, and direct the monitors to commence dictation.

5th.—To provide those boys with pencils and hat-slings, who are sent out for that purpose by the monitors of classes, and to record their names on his report slate, and also the names of those boys who are sent out either for disorderly, or for meritorious conduct.

6th.—To see that the monitors of classes dictate in regular succession, and then turn the telegraphs when they have dictated six words.

7th.—To preserve order, and superintend the monitors of classes till the expiration of the time allowed for arithmetic, and then to take charge of the whole school. At the time of calling over the reports, his colleague succeeds him in the superintendance, so that he may attend to the various reports, and take and distribute tickets without interruption.

8th.—When the reports are finished, to command the boys to sling their slates, and bring the monitors to the front of the platform to read the ten commandments, rules of the school, and directions for writing. When this has been done, to dismiss the school in a quiet and orderly manner.

9th.—To see that the monitors of classes place the furniture of the classes in the proper places, agreeably to the school motto, "A place for every thing, and every thing in its place." Then to dismiss the monitors.

The business of the general monitor in the afternoon, but slightly varies from that of the morning.

The monitor should carefully avoid any conversation during the school-hours, with any boy, monitor, or visitor.

DUTIES OF THE GENERAL MONITOR OF READING.

The general monitor of reading is next in rank. He should be chosen from among the best readers. His duties are,—

1st.—To obey the general monitor of order.

2nd.—To be in the school-room, a quarter of an hour before nine, and a quarter to two, to arrange his lessons preparatory to the boys entering.

3rd.—To go about the school, during the whole time allotted to reading, preserve order in the drafts, and attend to the reports of the monitors, and the requests of the boys.

4th.—To enter on his report slate, the names of those monitors and boys, who are particularly attentive, or negligent, during the business of reading.

5th.—At the close of the exercise, to ring the bell as a signal to the boys to turn in the direction of their seats, and for the monitors to hang up the lessons, pointers, and badges.

6th.—At the appointed time, to exercise the draft monitors out of their places, and arrange them in drafts before the lessons of their respective classes, and appoint monitors to superintend them, while questioning on the meanings of the words, derivations, &c.

7th.—To place copies of the scripture lessons, preparatory to the monitors reading to the master.

8th.—Before leaving the room, to see that all books, lessons, pointers, and badges, belonging to his department, are properly arranged in their respective classes.

DUTIES OF THE GENERAL MONITOR OF ARITHMETIC.

These duties in a small school, may be performed by the monitor of reading. They are,—

1st.—To obey the general monitor of order.

2nd.—To arrange the requisite number of lessons, at the draft stations.

3rd.—To appoint monitors of drafts.

4th.—To exercise the cypherers out of their stations.

5th.—To maintain a vigilant superintendance, hear complaints, and record both the names of the meritorious and irregular.

6th.—To ring the bell as a signal for the boys to turn, and then to lead them orderly to their seats.

7th.—To replace his lessons, and return to his private station.

His duties include the superintendance of the boys, who write on paper.

DUTIES OF THE MONITORS OF WRITING CLASSES.

The business of these monitors is to teach writing.

Each class has two monitors; whilst one superintends his class, the other is engaged at private study. The number of monitors is therefore sixteen.

Their duties are,—

1st.—To obey the general monitor of order.

2nd.—To dictate very distinctly, audibly, and in regular succession.

3rd.—To preserve order in their classes, and to see that every boy writes the word immediately it is dictated.

4th.—To observe, if any of their pupils are dirty, idle, or talkative, to suspend a mark on them descriptive of their offences, and to send them out to have their names recorded by the general monitor of order.

5th.—To report any boy who breaks a slate, or who comes to school without hat or sling.

6th.—To present that side of the telegraph to the platform on which are inscribed the letters E X, during the

time of dictation, and to turn the other side, which shews the number of the classes, as soon as they have dictated the sixth word.

7th.—Previous to leaving the school, to see that their slates, marks, &c. are in their proper places,

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DUTIES OF THE MONITORS OF READING DRAFTS.

The special business of these monitors is to exercise the pupils in Scriptural interrogation, and to teach spelling and reading. Considerable scripture knowledge, patience, mildness, and aptness to teach, are essential to its right performance.

Their duties are,—

1st.—To obey the commands of the general monitor of reading.

2nd.—To take their stations at the semi-circles immediately on entering the school room.

3d.—To suspend the badges of merit on the first boys at the left side of the drafts, to take the pointers, station themselves on the right side, and quietly await the order "begin."

4th.—To require the boys to correct the errors of each other in succession, and in no case to correct mistakes until all the pupils have attempted and failed.

5th.—To report the idle or disorderly to the general monitor of reading.

6th.—To hang up the pointers and badges at the close of the exercise, and to see that the boys turn in the direction of their seats.

7th.—To lead the drafts orderly to their seats, return to the draft stations, and await the order of dismission from the general monitor.

DUTIES OF THE MONITORS OF ARITHMETICAL DRAFTS.

These duties closely resemble those of the Monitors of reading drafts.

They are,—

1st.—To obey the general monitor of Arithmetic.

2nd.—To arrange their boys orderly, to suspend the "first boy" label, to take the pointers, and to station themselves at the heads of the drafts.

3rd.—To dictate the sum and key in a very distinct manner.

4th.—To see that the pupils write the figures as dictated, and during the time of the pupils repeating the operation aloud, carefully to observe the key.

5th.—When the boys are employed by the third method, to give the decisions promptly, that they may take precedence without loss of time or confusion.

6th.—To maintain order and activity among their pupils, and to lead them back to their classes at the close of the exercise.

DUTIES OF MONITORS OF INSPECTION, OR INSPECTORS.

The business of the Inspector is to assist the monitors of classes, in examining the writing of the pupils; they are generally selected from the class which they have to inspect. Each desk has one inspector at least.

Their duties are,—

1st.—To obey the monitors of classes; to inspect the writing; to correct errors both of form and orthography; and to report to the monitors the industrious, idle, and negligent.

VOCABULARY OF COMMANDS

AND

ORDER OF OCCUPATION.

Verbal commands to direct the movement of the pupils have hitherto, in large schools, been deemed unavoidable; silent signals have been occasionally substituted, but they have failed in keeping up the attention, and consequently in producing prompt obedience. Sliding and wheel telegraphs have been tried with as little success. The following are the usual commands, which may be communicated either visibly or audibly. The latter mode is preferred at the Central School.

MORNING.

Nine o'Clock.—The school commences. The children on entering, proceed to their respective draft stations, to read; the monitors of drafts provided with lessons, and pointers &c., stand then ready to receive them. The general command "begin" being given, each monitor points to a word or sentence, and each "first boy" begins to read.

Fifteen minutes past Nine.—The drafts for the study of geography and grammar commence.

Thirty minutes past Nine.—A signal is given to stop; and all are required to remain perfectly still, whilst the master reads a portion Sacred Scripture.

Forty-five minutes past Nine.—The command "writers turn" is given, and immediately those who write on paper, turn in the direction of their books, and proceed, as is described under the head "Writing on Paper."

A portion of the youngest children questioned on objects.

Twenty minutes past Ten.—The paper writing is inspected.

Thirty minutes past Ten.—The general monitor says aloud to the remainder of the readers, "Turn."

The general monitor of order now comes on duty, and by his monitors of classes, receives the boys as they come from the reading drafts to the writing desks. Each boy as he arrives, places his finger on his slate screw, and stops without turning, as shewn by No. 11, plate 4. When all have quitted the aisles, the monitor of order says, "front,"—they turn and face him, No. 8, plate 4.—"Look," they observe the movement of his finger, turn in that direction, and bring their hands smartly on the desks, No. 11. plate 4.—"In," they spring in, No. 1, plate 4,—"Recover," they bring the hands to the sling of the slate, No. 2, plate 4.—"Slates," shewn up as No. 4. plate 4.—"Lay down slates," as expressed.—"Clean," as No. 5, "Slates," the writing is erased. —"Hands," they cease rubbing the Slate.—"Down," sit prepared for writing.—"Eighth class monitor begin," a word is dictated for his class to write.

Eleven o'Clock.—Mental arithmetic and geometry.

Thirty minutes past Eleven.—Some of the senior pupils read aloud a portion of the Holy Scriptures, and are questioned by the master.

Twelve o'Clock.—The monitor of order having called over the names of any boys reported for good or bad behaviour, and the master, having heard the appeals, if any, the school is dismissed. The commands for this are "Sling," each boy touches the slate-sling with his left hand, and the lower end of his slate with the right hand; "Slates," each is lifted over the upper end of the desk, and suspended, Nos. 1 and 2, "Hands down," "Look, Turn," as before, No. 6; "Out," they jump out of the seats, and stand, as shown in No. 11, (upper); "Front," they face the monitor, as in No. 8, "Unsling," bring up the fingers of both hands to the strings which fasten their hats to their backs, as No. 9, "Hats," untie the strings, and place the hats on the desks, "Put on hats," as No. 10, "Hands behind," the backs.

TION.

1

14

12

AFTERNOON.

Two o'Clock.—The School re-assembles at the draft stations to spell.

Three o'Clock.—The boys are led to their seats as in the morning, and write on slates from dictation.

Thirty minutes past Three.—The monitor of arithmetic gives the command "Cipherers," "Hands down," "Clean slates," "Hands down," "Look," "Out," "Show slates," they present them in a vertical position, the top even with the chin. "Look," motion with the hand. "Go," they proceed to the semi-circles, and are exercised, as described under the head "Arithmetic."

Thirty minutes past Four.—The cipherers are led back to the seats, the same commands being used as on returning from reading.

A draft of boys from the eighth class reads to the master, and are questioned.

Five o'Clock.—The reports being called over, the master reads a portion of Scripture, and they are shortly after dismissed.

In presenting this division of time and routine of study, it is by no means intended to recommend a slavish adherence to it. It is the plan pursued in the Central School, when the shortness of the days, or other uncontrolable circumstances do not interfere with the arrangement. Local circumstances sometimes call for variation, and advantage is sometimes gained by change, if judiciously introduced.

EXAMINATION OF PROGRESS.

In the last week of every month, all the boys, except those in the eighth class, are examined individually by the master, on their profiency in reading and spelling. The most suitable time is, when they are at the draft stations. The master commences with the first class. On entering, he takes the draft list in his hand, and with a pencil makes a mark before each boy's name as he proceeds. If the boy be fit to be removed, he makes a mark after his name. The first mark shows that the boy has been examined, and enables the master to see on passing through the draft the next school time, those who have, and those who have not been examined, and the cross points out the names to be promoted in the register, preparatory to making new draft lists, for the ensuing month.

The succeeding classes are examined in a similar manner.

The promotions in arithmetic take place weekly. Those of paper writing, and of the higher branches not being recorded, may be made immediately, on sufficient improvement being evinced, and in fact are going on constantly. Much judgment being requisite in decisions of this kind, the business should rarely devole on a monitor.

REWARDS AND PUNISHMENTS.

The principle on which rewards are granted, or punishments, inflicted, having been sufficiently explained in the chapter on the general principles of the system, it is only necessary in this place to explain in what way their objects are accomplished. The instruments chiefly employed to effect both purposes are reward tickets of a nominal value, which are given to monitors, as the price of their labour, and to

deserving boys as a reward for their good conduct and withdrawn whenever it is requisite to punish. The number granted for good or withdrawn for improper conduct, is necessarily discretional.

The general tendency of reward tickets, when judiciously distributed, is to prevent or correct faults, which would otherwise require corporal punishment or dismission. They accomplish however a still more important end, when they excite, as they frequently do, the co-operation of the parents. The acquired ticket is equal to a letter of approbation from the teacher to the parent, and calls forth praise, while on the other hand, their diminution in number, or the absence of any increase, incites exquiry.

The general monitors of "Order," "Reading," and "Arithmetic," and the class monitors are paid for their services at the end of each week. In the Model School, the general monitors of "Order," receive four-pence each per week, and those of reading and arithmetic, three-pence. The monitors of classes are also paid at the rate of two-pence half-penny each.

The monitors of drafts receive each school time a number of tickets, equal in value to a farthing, and if rewarded for good conduct, receive an equal number in addition; but if reported for bad conduct, the number earned is withdrawn.

The first boy in each draft, at the close of reading, spelling, or ciphering, receives a ticket, and every boy who is reported for good, also receives a ticket of equal value for each time reported. In cases of ill behaviour, they are required to pay in the same ratio.

Four times in a year, these tickets should be called in; the name, class, amount, entered in a book, and a choice of prizes, consisting of articles, combining utility with juvenile interest should be purchased, and each one in turn, allowed to select to the amount of tickets he has gained.

REGISTER OF CANDIDATES FOR ADMISSION.

Date of Application.	No.	Name.	Residence.	Age.	Religious Denomination.	Parent's Occupation.	Classes. Rg.	Classes. Ac.	Date of Admission
Jan. 6, 1821 X	1	Bond, William	6, Princes St. London Road	7	Church	Bricklayer	1	—	February 19, 1821
Ditto X	2	Abrey, James	3, John Street, Borough	9	Catholic	Orphan	7	4	Ditto
Jan. 13, 1821 X	3	Arnold, John	7, Long Alley, Mint Street	6	Sunday School	Labourer	3	—	Ditto
Ditto ✓	4	Pearce, Thomas	1, Garden Row, King Street	10	Independent	Smith	—	—	Removed
Ditto X	5	Adams, John	6, Kent Street, Borough	8	Church	Carpenter	6	1	February 26, 1821
Ditto X	6	Cohen, Moses	14, Mint Street, Borough	6	Jew	GlassCutter	4	—	Ditto
Jan. 20, 1821	7	Sawyer, William	12, Duke St. Westminster Rd.	9	Baptist	Coachman	—	—	
Ditto	8	Turner, Charles	3, Bear Lane, Tooley Street	8	Sunday School	Orphan	—	—	
Ditto	9	East, James	5, George St. Lambeth Road	7	Methodist	Painter	—	—	
Ditto	10	Johnson, Wm.	6, Short Gardens, Milk Street	9	Unitarian	Shoemaker	—	—	

The entries under the seven first heads are made when parents apply to have their children admitted; the three last on the day of admission. The mark ✓, at the first space, denotes that a "Vacancy Paper" has been sent to the parents: the line \ crossing it shows that the name and particulars have been transferred to the School Register.

ALPHABETICAL OR SCHOOL REGISTER.

No.	Name.	Residence.	Religious Denomination	Date of Admission	Reading Classes.								Arithmetic Classes.										Date of leaving.	Remarks	A
					1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9	10			
2	Abrey, James	3, John-street, Borough.	Catholic	Feb. 19, 1821.							2 / 21					2 / 21	3 / 21								
3	Arnold, John	7, Long-alley, Mint-street	Sunday School	Ditto.			2 / 21	3 / 21																	
5	Adams, John	6, Kent-street, Borough.	Church	Feb. 26, 1821.						2 / 21			2 / 21										Mar. 6, 1821.	Removed too far.	

The five first entries are copied from the register of candidates. The fractional entries record the time of entering the particular class under which the fraction is written. Thus, James Abrey is qualified, on entering the school, for the 7th reading class, and 4th arithmetic classes, and was promoted to the 5th arithmetic in March, or 3rd month, 182 , marked, $\frac{7|4}{21}$

REPORT OF DAILY ATTENDANCE.

Morning.	Present	Absent	Total	Afternoon.	Present	Absent	Total.
1 Class.	6	1	7	1 Class.			
2 —	18	3	21	2 —			
3 —	26	4	30	3 —			
4 —	40	8	48	4 —			
5 —				5 —			
6 —				6 —			
7 —				7 —			
8 —				8 —			
Date.				Date			

This is a summary of the draft lists reports, and is obtained by counting the whole number of names on the various divisions of each class, the whole number marked present and subtracting the difference. A copy of the absentee notice, is sent to the parent of each child who is absent without leave. If the irregularity be often repeated, the parent is sent for, and admonished.

REPORT OF ATTENDANCE ON RELIGIOUS WORSHIP ON SUNDAYS.

Sunday.	Church.	Chapel and Meeting.	Sunday School.	Absent.	Total. present.
1 Class.	2	1	3		6
2 —	4	6	7	1	18
3 —	4	4	18		26
4 —	12	8	20		40
5 —					
6 —					
7 —					
8 —					
Date.					

It is essential to any child's continuance in the school, that his parents or guardians see that he attends regularly every Sabbath-day, a place of worship or Sabbath school. The record their attendance is the object of this report. The parent of each defaulter is seen, and admonished; if the omission be often repeated, the child is excluded.

Date.

CLASS LIST.

No.	NAMES.	First Week.						Report.	Second Week.						Report.	Third Week.						Report.	Fourth Week.						Report.
		M	T	W	T	F	S		M	T	W	T	F	S		M	T	W	T	F	S		M	T	W	T	F	S	
1	Atwell, S.	+	+	+	+	+			—																				
2	Aubrey, J.	—	+	|	+	|	✓	Unwell.																				
3	Bell, J.	+	+	+	+	+	χ		—																				
4	Bond, W.	|	|	+	+	+	χ	leave.	—																				
5	Carter, J.	+	+	+	+	+	χ		—																				
6	Davis, J.	+	+	+	+	+	χ		—																				
7	Freeman, T.	—	+	+	|	+	χ	truant.	—																				
8	Gould, G.	+	+	+	+	+	χ		—																				

The mark thus ✓. in the last column of the first week, indicates that a blank text paper had been given to each child, on the Friday afternoon: and thus χ that the paper was returned on the Monday morning, filled up with the text, &c., of the Sermon they had heard on the Sunday.

APPENDIX.

CHAP. I.

HINTS ON THE ERECTION AND FITTING UP OF SCHOOL ROOMS.

In order to facilitate the building of new school rooms, and in some measure to guide those who engage for the first time in their erection, it has been thought advisable to give more at large, the results of extensive observation and experience with respect to their location and mechanical arrangement.

THE SCHOOL ROOM AND ITS APPARATUS.

The situation of the school room should be as retired and quiet as circumstances will admit. The ground should be high, and open to the south: to preserve the pupils from the inconvenience of cold and damp, it will be better to raise the ground two or three feet above the surrounding level.

It is highly desirable, even if the school be not very large, that there should be space enough for a play-ground or yard

in which the children may assemble before they go into school, or during the hours of recreation. The soil of this yard should be of gravel to the depth of one foot. It should be inclosed by a wall of suitable height, and have a communication with the street, without passing through the school room. There ought to be a good supply of fresh water, either from a pump or a cask, with conveniences for the children to wash their hands and faces.

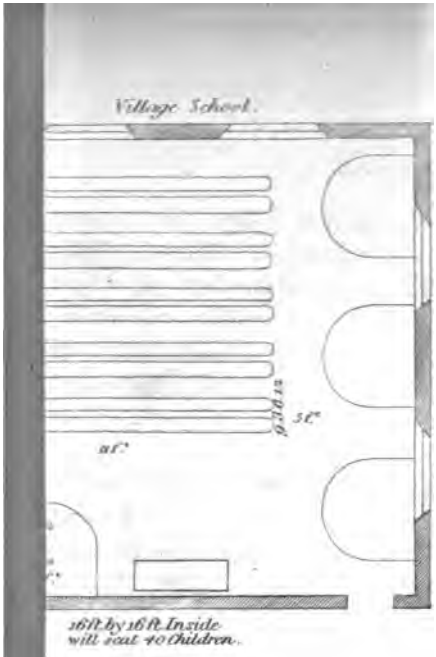
It is also desirable, for the accommodation of the pupils, that one side of the yard be furnished with seats, and a part covered, in order to protect the children from inclemency of weather.

GENERAL ARRANGEMENT OF THE SCHOOL ROOM.

The school room should be a parallelogram, the length about twice the breadth. See Plate 5. Plan 1.

The height of the walls should be proportioned to the length of the room, and may be varied from 11 to 19 feet. It is recommended that the walls be worked fair and lime whitened, in order to give a neat and clean appearance, reflect light and contribute to the preservation of health. As it is of great importance to admit as much light as possible into the school, there must be a considerable number of windows, each of which should be fixed in a wooden frame, and moveable upon pins or pivots in the centre, so that by drawing the upper part into the room, the school may be sufficiently ventilated in hot weather—a circumstance of the utmost importance to be attended to, as the health of the pupils in a great measure depends upon it.

The lower parts of the windows should be at least 6 feet from the floor, in order that the light may not be inconve-



Length inside .... 62½ *feet*.
Platform ..... 5 *feet*.
Space ..... 5 .
19 *desks & forms* 46½ .
Space at end .... 6 .
62½ .

Width inside ..... 34 *feet*.
Side passage .. 5 *feet*
Desk length .. 24 .
Side passage ... 5 .
34 .

A *Monitor General or Order.*
B *Monitors of Writing Classes.*
C *Monitors of Inspection or Inspectors.*

nient, and the wall be at liberty for the reading lessons, &c., which are to be attached to it; if piers are required, they should be on the outside of the building.

It is recommended that the roof be slated on boards or battens, in order to prevent the reverberation of sound, which is frequently occasioned by plastered ceilings.

There should be holes in the roof, or in the wall near it, to let foul air escape. This may be effected by a sufficient number of tubes so contrived that they can be opened or shut at pleasure, and at the same time fresh air may be admitted from the outside of the building by tubes communicating with the lower part of the room.

All projections in the walls, as well as pillars to support the roof, ought to be avoided; for they interfere with the arrangement of the school, and obstruct the view of the master and of visitors. But if pillars are necessary, they should be placed at each end of the desks, but never in the middle of the room.

The floor may be paved with bricks or tiles, or prepared with a mixture of clay, slacked lime, and scales of iron from a smith's forge. The earth being previously levelled and consolidated by a heavy roller, or by ramming; the mixture should be applied, and well beaten down. Wooden or stone floors are objectionable on account of the noise they produce by the trampling of the feet.

Roman Cement, cast into flags, and jointed with the same material, forms a good flooring; it is perfectly dry, and durable, and emits but little sound.

In order that all the children may be completely seen by the master, it is of great importance that the floor should be an inclined plane, rising one foot in twenty from the master's desk, to the upper end of the room, where the highest or eighth class is situated.

At the lower end is the platform, elevated in proportion to the length of the rooom from 2 to 3 feet. The length and

breadth of the platform must be in proportion to the size of the room.

The centre of the platform is the place for the master's desk; and on each side there may be a small desk for the principal monitors.

The entrance door should be on the side of the platform, in order that Visitors on entering the school, may have a commanding view of all the children at once. In Plan 1. there are two doors, D and E, communicating with the street, in order to afford an easier egress; the door at the other end, F, opens into the play-ground.

Whatever be the size of the school room, it may be sufficiently warmed by means of one or two stoves placed at the extremities of the apartment. But the most uniform and constant temperature is obtained by steam, when conducted along the lower parts of the room through pipes, or by heated air conveyed into the room through tubes communicating with a stove, which is surrounded by a close casing of iron, leaving a sufficient space for a current of fresh air to be brought in through a tube:—this, coming in contact with the stove and the outside of the flue or iron chimney which passes through the casing, is heated, and may be discharged into the room by means of iron pipes. This method has been found to answer extremely well.

The middle of the room is occupied by the forms and desk, a passage being left between the ends of the forms and the wall, 5 or 6 feet broad, where the children form semicircles for reading.

The forms and desks must be fixed firmly in the ground; the legs or supports should be 6 inches broad and 2 inches thick, but cast iron legs are preferable, as they support the desk-board with equal firmness, occupy less room, and have a much neater appearance;—their number of course will be in proportion to the length of the forms. A form 20 feet long will require five, and they must be so placed, that the

supports of the forms may not be immediately opposite to those of the desks: the corners of the desks and forms are to be made round, in order that the children may not hurt themselves. See Plate 2.

FORMS AND DESKS OF THE WRITING CLASSES.

The desks of the writing classes are arranged next after those of the first or sand-class. They are to be 4 inches higher than the latter. The forms are 6 inches broad and 16 inches in height. The desks are inclined planes rising 2 inches, they are 9 inches broad, and are furnished with beads along the least elevated sides, in order to prevent the slates from falling and being broken.

At the right hand extremity of all the desks a board is fixed perpendicularly in the ground, and nailed against the further side of the desks. This board is of the same breadth as the desk, and rises about one foot and a half above it. Upon this the dictating lessons and class marks are to be hung.

TELEGRAPHS

Are small boards, 6 inches long and 4 broad. One of these boards is attached to each class except the first. Upon one side of the board is inscribed the number of the class, and on the other the letters E X. They are made to turn freely on an iron rod about 12 inches in height, the other end of which is firmly screwed into the perpendicular standard at the end of the desk; by furnishing the top of each of these standards with a nut, the Telegraphs may be changed from one to another, as occasion requires.

DRAWERS FOR THE PENCILS.

In schools, situated in a country where slate pencils are dear, it is best not to allow the children to take away the pencils with them when they leave the school. The pencils may then be deposited in drawers placed under the first desk of each class.

SEMI-CIRCLES FOR READING.

On the floor of the passages, semi-circles are formed, opposite to the wall; they may consist of a wooden or iron hoop sunk in the ground to the level of the pavement, or be marked by an incision in the floor, which will be found to answer better. At these semi-circles the children are to be arranged for reading. The radius of each semi-circle must be 4 feet, and a space of 2½ feet should be left between each of them. The passages in a shcool of more than 300 children should be 6 feet broad; in a school of from 100 to 300 children, the breadth of these passages should be 5 feet: in a very small school, the desks may be brought close to the wall on one side, and passages of 5 feet left on the others. See Plate 5. Plans 2 and 3. Each semi-circle will contain ten or twelve children, if they stand close to each other. When the number of children in attendance is greater than can be accommodated in the passages of the school, one or two classes may remain in their seats, and continue at those exercises which are performed sitting; or they may be arranged in small divisions between the desks, by suspending the lesson on a moveable standard, which may be inserted in a staple fixed at the edge of some of the desks, at convenient distances; but it rarely happens that this is necessary, as experience proves, that a considerable number of the children are absent on account of illness and various other causes.

SLATES AND PENCILS.

Slates and pencils are substituted in these schools for paper and pens, which are only used by those children who have made considerable proficiency in writing. This plan is economical, and accelerates the progress of the children in writing. The slates should be of an even grain, ground flat, and polished; the red slate is generally harder than the blue, and answers remarkably well. The pencils must be made of the softest kind of slate, that they may be the more easily pointed, and leave a fuller and clearer mark; the flat slate being harder, grinds off a portion of the pencil, at every stroke. The slates are to be about a quarter of an inch in thickness, and without frames. The slates of the second, third, fourth and fifth classes are five inches broad and eight long; those of the sixth are five inches broad and nine long; those of the seventh class are five inches broad and eleven long: and the slates of the eighth class are five inches broad and twelve long.

All these slates have a hole made in them, through which is passed a piece of string well twisted, by which they may be suspended. The length of this double string is from three to five inches. They are hung upon round headed screws. These screws are fixed upon all the desks in the school, except those of the first class, at the distance of half an inch from the highest edge; and serve to mark the seats of the pupils, opposite which they should be placed. The distance between two screws should be eighteen inches, or fifteen, if no more space can be allowed to each child. The *first* screw in every desk should be placed at half the distance allowed to each child, or at nine inches from the end: in this manner every pupil will have his slate suspended opposite to him.

It is found convenient in some schools, to fix a rail under the desk-board, at about two inches from its under surface, for the purpose of holding the slates. In small schools, where

it is necessary to fix the desks very close to each other with the view of saving room, this arrangement is indispensable.

PAPER, PENS, AND INK.

Most of the pupils in the eighth class write occasionally upon paper. They must each of them, therefore be provided with a copy-book and pens; these, as well as penknives, may be distributed as rewards. The copy-books are placed in a drawer of the master's desk.

COPIES FOR WRITING.

The children who write in copy-books are all provided with engraved copies, which they are to endeavour to imitate. These copies should be very short: one or two lines are sufficient:—they are pasted upon thin pieces of wood to preserve them. The copies give examples of large or small letters, of words written in large and small hand, and of sentences taken from the Holy Scriptures, either in small round-hand, or in running-hand. A collection of copper-plate copies, which may be purchased for 2*s.* 6*d.*, is sufficient for a whole school.

ALPHABET BOARD.

This board is from twenty to thirty feet long, and two feet broad. The letters of the alphabet, both large and small, are painted on it, in the *writing character*. The large letters should be written in one line, on the upper part of the board, and the small ones immediately under them. The board is painted white, and the letters black. The board

should be fixed against the wall of the room, behind the master's platform, and at such an elevation as to be conveniently seen by all the children in the school.

LESSON BOARDS, &c.

All the lessons used in the school are printed on sheets of paper in a large type, and pasted on boards of the same size as the lessons, an half an inch in thickness: one of the lessons may be fixed on each side of a board. The boards for the smallest dictating lessons have handles by which they may be held, and which preserve them from being torn or soiled. When these boards are not in use, they are suspended in regular order according to their numbers, from screws which are fixed in a rail attached to the walls of the school room, at the height of six feet from the floor. This rail should be six inches wide, and an inch thick. A second rail is fixed against the wall parallel to the above, of the same dimensions, and at the height of four feet from the floor; on this rail the lessons are to be suspended when the children are reading: a pointer, and a badge for the first boy, is also hung on this rail, at each semi-circle, or reading station.

BADGES, AND CLASS MARKS.

Each class is furnished with a set of these marks; they are small lables, which describe the offences common in all schools, as "Talking Mark"—"Idle Mark"—"Dirty Mark," &c. also badges as "Good Mark"—"First Mark," &c. They are pasted on boards, and suspended from the standard at the head of each class. By the help of these

marks, the monitors are enabled to report to the master, the good or bad conduct of the boys under their care, without leaving their places, or neglecting their classes.

CLASS LISTS.

These lists are used to mark the attendance of the children at school, and show to what class they belong; they are fixed on boards in such a manner as to be easily removed, without defacing them, in order that they may be preserved when filled up: they are suspended in a convenient place in the school room. The mode of using these lists will be explained hereafter.—See Duties of Monitors of Classes.

POINTERS.

Are small sticks used by the reading monitors to direct the attention of the children while reading; they are about 2 feet in length, and their termination should be round, in order that the children may not hurt themselves. One of these pointers is suspended on the lower rail against the school-wall at each reading station.

THE BELL.

A small hand-bell is used to direct the movements of the children, in order, as much as possible, to avoid verbal commands: it should be placed on the master's desk. It is also desirable, that a large bell should be fixed on the outside of the building, to assemble the children at the appointed hours.

THE WHISTLE.

The master makes use of a whistle to enjoin silence. This should be placed on the master's desk.

THE CLOCK.

A clock should be fixed to the wall behind the master's desk.

REGISTERS AND REPORT BOOKS.

These are four in number: 1st. Register of Candidates for admission.—2nd. Alphabetical, or School register.—3rd. Report of daily attendance.—4th. Report of attendance on religious worship on Sundays; besides which sundry small books are kept at the master's desk, as Reward Book, Names of Visitors, Inspector's Report Book, &c.

THE LIBRARY.

The school should have a collection of entertaining and instructive books, chosen by the Committee, which may be lent to the best pupils in the school, as a reward for their good conduct. The library is placed upon the platform behind the master's desk.

GENERAL RULES FOR FITTING UP SCHOOL-ROOMS, AND ANNUAL EXPENSE OF A SCHOOL.

1st. The space or passage between a form and the next desk, is 1 foot.

2nd. The horizontal space between a desk and its form, is 3 inches.

3rd. The breadth of a desk is 9 inches; the breadth of a form is 6 inches.

4th. The height of a desk is 28 inches; the height of a form 16 inches.

5th. Every child being seated upon his form, occupies a space of 18 inches in length of the desk.

6th. The passage between the walls and the ends of the forms and desks, is from 5 to 6 feet.

Dimensions of School-Rooms for, 500, 400, 300, 200, *and* 150 *Children. The rule for* 500 *to be followed for a larger number.*

For 500.—Length 80½ feet. Breadth 42 feet.

	Feet.		Feet.
Platform	6	Passages on both sides	12
Passages	12	Length of desks . .	30
25 desks, 2½ feet each .	62		
Length	80½	Breadth	42

Allowing 18 inches to each boy, one desk will hold 20.

20 × 25 = 500.

For 400.—Length 75½ feet. Breadth 37½ feet.

	Feet.		Feet.
Platform	6	Passages	12
Passages	12	Length of desks . .	25½
23 desks, 2½ feet each .	57½		
Length	75½	Breadth	37½

Allowing 18 inches to each boy, one desk will contain 17.

$17 \times 23 = 391$.

For 300.—Length 62½ feet. Breadth 34 feet.

	Feet.		Feet.
Platform	5	Passages	10
Passages	10	Length of desks . . .	24
19 desks, 2½ feet each .	47½		
Length	62½	Breadth	34

Each desk will contain 16 boys: $16 \times 19 = 304$.

For 200.—Length 55. Breadth 28 feet.

	Feet.		Feet.
Platform	5	Passages	10
Passages	10	Length of desks . . .	18
16 desks, 2½ feet each .	40		
Length	55	Breadth	28

Each desk will contain 12 boys: $12 \times 16 = 192$.

For 150.—Length 52½ feet. Breadth 25 feet.

	Feet.		Feet.
Platform	5	Passages	10
Passages	10	Length of desk . . .	15
15 desks, 2½ feet each .	37½		
Length	52½	Breadth	25

Each desk will contain 10 boys: $10 \times 15 = 150$.

The expense of building a school room will vary in different places, according to the price of materials, and other circumstances. A very complete brick school room, with a slated roof, capable of containing 300 children, has been built in the neighbourhood of London, for about £400. And as the difficulty in raising funds for the buildings has been one of the great impediments to the establishment of these schools, we recommend the following plan, which has been successfully acted upon.

When the amount of the contract for the intended building is ascertained, let the sum be divided into a certain number of shares, each of which to bear an interest of five per cent. during the life of the subscriber; but at his death, the principle is to fall into the school fund, and his proportion of interest is to be paid to the survivors. Suppose the total Sum of £500, and there were 50 subscribers of £10 each, the total charge of interest would be £25, and this sum should be annually divided among the survivors equally, until the remaining one would receive at the rate of £25 per annum upon his £10 share. All the parties should have security upon the building, and this security would become more and more valuable in proportion to the decease of the subscribers. There must, of course, be a limitation as to the age of the persons subscribing.

The annual expense of schools upon this plan will consist principally of the following items:

Rent.

Master's salary.

Lessons, slates, &c.—say about £15 per annum for a school of 400 or 500 children.

Rewards.

Fuel, &c.

A child may be educated upon this plan for from 4s. 6d. per annum to 12s., according to the size of the school; for, as the salary of the teacher is the principal expense, and as one only is required in any case, the larger the number of children, the smaller the charge per head.

One set of lessons, &c. will if carefully used, be sufficient for the use of schools of from 100 to 500 children for several years.

The following articles of School Furniture may be had on application (if by Letter, post paid) to Mr. J. Pickton, at the British Central School, Borough Road, for ready money, or a guarantee in London for payment.

	£	s.	d.
Manual of the System of Teaching Reading, Writing, and Arithmetic, 7th Edition	0	4	0
Do. Needlework	0	2	6
Portfolio of Needlework	0	3	6
Dunn's Principles of Teaching, or Normal School Manual, 3rd edition	0	3	6
Spelling Lessons, per set	0	5	0
Dictating do. do.	0	1	0
Scripture Reading Lessons, per set	0	7	0
Do. Easy do. do.	0	5	0
Do. Select do. do.	0	1	3
Do. 12mo. in canvass, adapted for the 8th class, 2s. each, or per dozen	1	0	0
Watts's Hymns, per set	0	2	0
Arithmetic Lessons, do.	0	7	0
Crossley's Intellectual Calculator, 1s. 8d. each, or per dozen	0	17	0
Key to Ditto, each	0	3	6
Combination Tables, per set	0	1	6
Farthings, Pence, and Shillings Table, each	0	0	2
Class Lists, per dozen	0	1	0
Lord's Prayer, each	0	0	2
Ten Commandments, each	0	0	2
Reward Tickets on Cards, with Scripture Texts, per set	0	1	6
Class Marks, per set	0	0	6
Telegraph Signals for each Class, per set	0	0	6
Questions on Needlework, for the use of Working Monitors	0	1	6
Six Lessons on Temperance, per set	0	0	6
Rules of the School, each	0	0	2
Directions for Writing, do	0	0	2
School Labels, per set	0	0	6
Inkstands, per dozen	0	2	6
Inkstand Holders, per dozen	0	9	0
Pointers, per dozen	0	4	0
Slate Pencils, per 1000, long	0	7	0
Ditto, short	0	4	0
Registers of Candidates, each	0	4	6
Alphabetical or School Registers, each	0	4	6
Daily Report Books, each	0	4	6
Sunday do	0	4	6

Red Slates, ruled.	£	s.	d.
12 inches by 5 inches, per dozen	0	3	0
11 do. 5 do.	0	2	9
9 do. 5 do.	0	2	4
8 do. 5 do.	0	2	0
7 do. 5 do.	0	1	9
6½ do. 4½ do.	0	1	6
6 do. 4 do.	0	1	3
Black Slates, ruled.			
12 inches by 8 inches per dozen	0	2	9
11 do. 7 do.	0	2	8
9 do. 7 do.	0	2	3
8 do. 6 do.	0	1	10
Monitors' Report Slates, per dozen	0	5	0
Geometry Slates, do.	0	8	0
Ditto, Rules do.	0	6	0
Ditto, Triangles, do.	0	12	0
Ditto, Compasses, do.	1	16	0
Pinions, per 1000	0	10	6
Ruled Copy Books, post, per dozen	0	5	0
Do. foolscap, do. 3s. and	0	3	6
Medals, per dozen	0	8	0
Circulating Library; 60 volumes of books on Historical and Scientific Subjects, Natural History, Voyages, Travels, &c.	2	0	0
Coloured Maps, per set of 23	0	8	0
Also,			
Scripture Reading Lessons in FRENCH, per set	0	12	0
Do. ITALIAN, do.	0	12	0
Do. SPANISH, do.	0	12	0
Do. PORTUGUESE, do.	0	12	0
Do. MODERN GREEK, do.	0	12	0
Do. EASY Do. do.	0	2	0
ITALIAN Spelling Lessons, per set	0	6	0
MODERN GREEK, do do.	0	4	0
ITALIAN Arithmetic, simple, do.	0	5	0
Do. compound do.	0	5	0
MODERN GREEK Arithmetic, do.	0	6	0
Brussels Reading and Spelling Lessons, Marks, &c.			
French do.	0	10	0

REWARD BOOKS.

A Friendly Address to Girls leaving School and entering into Service.
Advice to Girls who are or may be employed in Shops.
Directions to Girls employed as Kitchen Servants.
Directions to Girls on whom the care of Children is entrusted.

Price 2d. each, or 25 for 3s.

*** Packing Cases for Slates are charged to the Purchaser.

(FORM OF ABSENTEE NOTICE.)

BRITISH AND FOREIGN SCHOOL SOCIETY.

CENTRAL SCHOOL.

Mrs. . . . . .

You are requested to send a reason for the absence of your Son . . . . this

Borough Road. . . . .

. . . . 183

(FORM OF VACANCY NOTICE.)

BRITISH AND FOREIGN SCHOOL SOCIETY,

BOROUGH ROAD.

BOYS' SCHOOL.

No.

Day of 183

Mrs.

There being a vacancy in the above School for your Son he will be admitted by applying at the School Room with this notice, on Monday next, at 9 o'Clock in the Morning.

*** The school doors are closed at a quarter-past nine in the morning, and at a quarter-past two in the afternoon, *after which time no Child can be admitted;* and those who absent themselves *without leave,* will be dismissed.

Each Child is required to bring with him 2d. on every Monday Morning; but should there be three Children in the two Schools, only 4d. per week for the three will be required.

RULES OF SCHOOL.

BOYS' SCHOOL.

The Parents of Children admitted into this School, are required to conform to the following

RULES.

I. To send their Children regularly at 9 o'clock in the Morning, and at 2 in the Afternoon (Saturdays excepted,) and to see that their hands and faces are clean, their hair combed and cut short.

II. On no occasion to keep them from School without leave of the Master. Unsanctioned absence will subject them to fine or dismission.

III. To cause them to attend regularly on the Sabbath Day such places of Public Worship as they may prefer, and to use every means to instruct them in the first principles of their Religion.

IV. To encourage a strict obedience to the rules and orders of the School, and particularly to allow their Children to act in such situations as the Master may think most useful for the good of the School.

N. B. Rewards consisting of Articles of Wearing Apparel, Books, &c. are given to those Children who obtain Tickets for their good behaviour and improvement in Learning.

Applications for the Admission of Boys, are received at the School-room, on Saturday Mornings at 9 o'clock.

*** *By Resolution of the Committee, it was ordered that from the 1st of January, 1827, each Child be required to bring with him 2d. on every Monday Morning; should there be three or more Children in the two Schools, only 4d. per week will be required.*

APPENDIX.

CHAP. II.

HINTS FOR THE FORMATION AND MANAGEMENT OF SCHOOL SOCIETIES.

As it often happens that a number of benevolent Individuals are disposed to unite their exertions for the establishment of Schools in the place of their residence; but are somewhat at a loss as to the best means of accomplishing their objects: the following Hints of the Resolutions necessary to be passed at a General Meeting, are submitted for their consideration.

A. At a Meeting of the Inhabitants of the Town of B——— and its Neighbourhood, held for the purpose of taking into Consideration the State of the Children of the Labouring Class of Society of the said Town and its Vicinity.

———, IN THE CHAIR.

A. It appearing to this meeting, that the state of the children of the labouring class of people, and the deficiency of their education, render it highly needful that some effectual mode be adopted for their moral and religious improvement, and for affording them a proper education:

RESOLVED,—

A. That the plan of the British and Foreign School Society, on account of its liberal principle, and its great simplicity and economy, appears to be best adapted to this end.

A. That for the purpose of promoting the important objects of this meeting, a society be formed, and denominated the B—— Society for the education of the children of the labouring class of the people, and their moral and religious improvement.

A. That the children of all labouring people or mechanics, residing in the town of B—— and its neighbourhood, are proper objects of this Institution.

GOVERNMENT OF THE SOCIETY AND PRIVILEGES OF SUBSCRIBERS AND GOVERNORS.

A. That all subscribers of half-a-guinea a year, or five guineas in one donation, be entitled to have one child continually in the school, except as after mentioned.

A. That all subscribers of one guinea a year, or of ten guineas in one donation, be entitled to have two children continually in the school, except as after mentioned (and so in proportion for any larger sum); and also be governors of the society, and, as such, eligible to be members of the committee, and to be present and vote at the general meetings.

A. That no boys be admitted until they have completed their sixth year.

A. That whenever the number of boys admitted into the school, shall be within twenty of the number determined by the committee to be received, no boys under the age of eight years shall be admitted, and the eldest of the then applicants shall be preferred.

A. That all absent subscribers may recommend children by proxy.

A. That all subscriptions shall become due on the in each year, and no governor shall be entitled to vote at general meetings, or recommend scholars, during such time as his subscription is in arrear.

GENERAL AND SPECIAL MEETINGS.

A. That a general meeting of the governors be held every year on the first in at which meeting the proceedings of the committee (appointed as after mentioned) for the preceding year shall be read, and, if approved, confirmed, and the funds and the state of the school considered, and a report thereof for the information of the subscribers approved and such additional regulations and resolutions adopted as may be deemed necessary, and a president, vice-president, treasurer, and other members of the committee elected or re-elected ; but such fourth part of the committee (not being the president or vice-presidents (as shall have attended the least frequent during the preceding year (unless absent from B——, or prevented by illness) shall not be eligible for the ensuing year.*

That special meetings of the governors may be called at the request of the committee (seven or more of them being present,) or by twelve governors, seven days' previous notice being given thereof, and of the business proposed to be transacted.

That no question be decided by ballot unless demanded in writing, and signed at the general meeting (wherein the question shall arise) by at least ten governors, and that all female and absent governors be entitled to vote by proxy at such ballot, which shall be taken seven days subsequent to such general meeting.

* One *fourth* of the members may go out yearly, agreeably to this resolution ; but if none equal to those who go out can be found amongst the subscribers, this rule may be dispensed with.

COMMITTEE.

A. That this society be under the direction of a committee of eighteen governors, consisting of a president, four vice-presidents, a treasurer, a secretary, and eleven other governors.

A. That A be the president, B, C, D, and E, the vice-presidents, F the treasurer, G the secretary, and H, &c. (eleven other governors) the committee—such eleven other governors being resident within the town of B————or its vicinity.

That the committee meet on the in every calendar month, three members whereof shall constitute a meeting.

That the committee may fill up any vacancy (not being that of a president or vice-president) which may happen therein during the interval of the general yearly meeting; the governors being proposed at one, and elected at the ensuing monthly meeting.

That any three members of the committee may call a special meeting thereof, specifying in writing the business to be submitted thereto, and which the secretary shall insert in the summons.

That no member of the committee be employed in any business respecting the society, for which he is to receive any pecuniary compensation.

That the committee publish yearly a report of the state of the society, after the approbation thereof by the yearly meeting.

That the committee shall appoint the schoolmaster, and all the inferior officers of the society, and form temporary regulations for the management of the school, which shall be in force until the next general meeting; but no longer, unless then confirmed.

That in case there shall be room for more boys than the subscribers are entitled to recommend, the committee shall be at liberty to fill up the number, and also to appoint boys

to any vacancies, occasioned by the omission of subscribers to recommend, but without prejudice to the privilege of subscribers, regulated as after mentioned.

TREASURER.

That the treasurer shall receive all sums of money paid for the use of the society and give such security for the faithful discharge of his office, as the committee shall deem sufficient, and that he make all payments sanctioned by the committee, and lay before them, at each monthly meeting, a list (to be prepared and delivered to him by the collector) of all such subscribers as shall be in arrear for three months, and also a statement of his accounts, which shall be audited, balanced, and delivered to the general yearly meeting.

SCHOLARS, RECOMMENDATIONS, &c.

That every recommendation of a boy to the school shall be signed by a subscriber, and shall specify* the parents' names, place of abode, number in family, occupation, circumstances, (or average of weekly earnings,) and denomination of religion; also the name and age of the boy recom-

* *Form of Admission of Children into the British School at B——.*

Names of Parents .. .. ..
Place of Abode.. .. .. ..
Number in family .. .. ..
Occupation .. ..
Circumstances .. ..
Religious Denomination.. ..
Name and age of applicant ..
of , 183 , Recommended by me
Subscriber.

No.
Entered Master.

These forms should be filed and deposited at the school-room.

mended; which recommendation shall be left with the master, who shall enter the same in the Register of Candidates, (p. 60,) and submit it to the then next monthly meeting of the committee.

That if any boy so recommended shall be rejected by the committee as ineligible, or in the event of a vacancy happening with respect to any of the said boys, the subscriber recommending such boy shall immediately be informed thereof, by a written notice signed by the master. Whereupon such subscriber shall be at liberty to recommend another boy to supply the vacancy; but if such subscriber shall neglect to do so for two weeks after notice shall be sent, the committee shall fill up such vacancy; and the subscriber lose his recommendation for that time.

That no child shall be admitted with any infectious disorder, and that the children come to school properly washed and with their hair cut and combed.*

That the school-hours be from 9 to 12 in the morning, and from 2 to 5 in the afternoon, from the first of March to the first of November, and from 2 to 4 in the other months.

A. That the children shall attend every Sunday at those places for worship, to which, by their recommendations, they appear to belong.

INSPECTORS

That the committee shall, at each of their monthly meetings, appoint two inspectors for the ensuing month, who shall attend at least twice in each week at the school-room, for the purpose of ascertaining the progress of the children, in their learning. They shall minute in a book the time of their attendance; and after having inspected the master's reports, &c., they shall enter any remarks thereon, and on

* Experience has shewn that from a strict enforcement of these rules, much benefit has arisen. It habituates to cleanliness.

any other matter respecting the school, which they deem proper, in the said book, and sign the same; which shall be laid before the then next monthly meeting of the committee.

SCHOOL-MASTER

That the school-master shall enter, or cause to be entered daily in a book, an account of the absentees from school, and from their respective places for worship on Sundays, and shall keep a weekly account of the cause of such absence. He shall produce such accounts to the Inspectors, and also make a monthly report of the same to the committee, adding an account of the boys who have passed from class to class, in consequence of proficiency in learning, during the preceding month, and of the rewards distributed.

A. That the committee endeavour speedily to procure an account of the number of children, and their ages, who are now in B——— , and its vicinity, having no prospect of education.*

A. That a subscription for promoting the objects of this meeting be immediately opened, and that the treasurer, and and be appointed to receive the same.

It is certainly desirable, that the general meeting pass all the forgeoing resolutions at its first meeting; but if pressed for time, the several resolutions marked A. may be adopted, and the other resolutions postponed, until proposed by the committee at an adjournment of the general meeting, in pursuance of the following resolution, to be entered into

* A short printed notice will be sufficient for this purpose; it may be as follows:

All persons who have boys above 6 years of age, having no apparent prospect of education, are requested to apply to at on Wednesday and Thursday next, at o'clock, in order that a list may be made out to be submitted to the subscribers to the Bristish School.

after the appointment of the committee, and at the conclusion of the first general meeting, *viz.*

RESOLVED, that the committee do meet the day of for the purpose of forming such further rules for regulating the conduct of this society as may be deemed expedient, and that they propose the same to the adjournment of this meeting.

Adjourned to the day of next, at o'clock, at this place.

If the committee is not fully appointed at the first general meeting, it may be completed at the adjournment.

The foregoing regulations may in a considerable degree be adopted beneficially, in conducting schools for girls.

T. C. JOHNS Printer Red Lion Court, Fleet Street.